THE EARLY HISTORY OF SMITH COLLEGE 1871-1910

L. CLARK SEELYE

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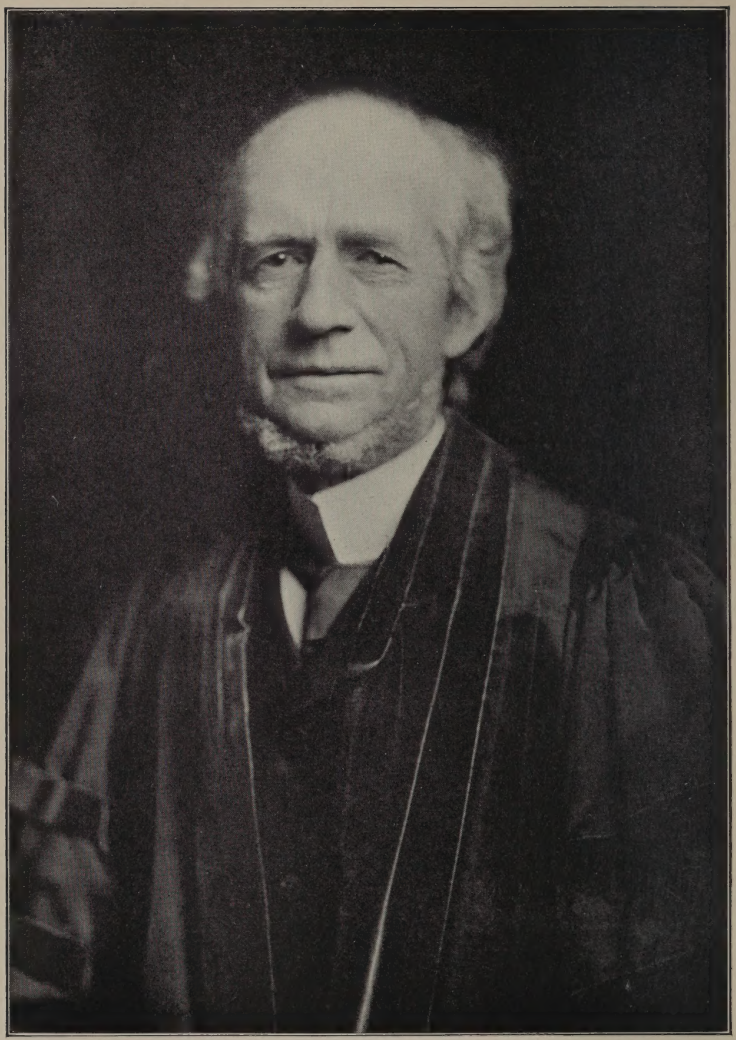
1871–1910



L. Clark Seelye

THE EARLY HISTORY OF SMITH COLLEGE

1871–1910

BY

L. CLARK SEELYE, D.D., LL.D.

WITH ILLUSTRATIONS

BOSTON AND NEW YORK
HOUGHTON MIFFLIN COMPANY
The Riverside Press Cambridge
1923

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The Riverside Press
CAMBRIDGE · MASSACHUSETTS
PRINTED IN THE U.S.A.

PREFACE

THE Trustees of Smith College at their annual meeting, June 16, 1913, voted: "To request President L. Clark Seelye to prepare a history of Smith College from the time Dr. Greene leaves it to the close of his administration . . ."

The request was declined, because I did not feel equal to the task, and it was not until the autumn of 1915 that I was persuaded to undertake the work. Had I foreseen how many things would conspire to hinder and to prolong the work, I should have persisted in my declination. The postponement did not lessen the limitations of old age, and the absorbing events of the war made it increasingly difficult and irksome to fix the mind on unrelated subjects.

On account of impaired eyesight, I was forced to dictate the entire history, and could not give it the critical supervision and revision essential to satisfactory literary composition. Moreover, during my administration I kept no journal, for I had no intention of writing a history, and I was therefore obliged to resort often to my annual reports to the Trustees for the requisite information. Consequently, the work has become more of a chronicle than a history, and lacks the interest of a more closely connected narrative.

It was difficult to sketch the growth of an institution, in which for thirty-seven years *pars magna fui*, without making it more or less of an autobiography. Nor could I freely describe the men and women still living — many of whom I have not mentioned even by name — who were associated with me in upbuilding the College, and to whom

I was inestimably indebted for valuable assistance. I decided, therefore, to make the history as far as possible impersonal, although conscious in doing so, I should fail to delineate the composite personality that differentiates a college from a business organization, and gives it its most distinctive character and highest value. We may forget what we have been taught; the buildings in which we received our instruction may be destroyed; but the influence exerted upon us by those with whom we were associated in the intimacy and fellowship of a collegiate family becomes an imperishable part of ourselves that is of superlative worth. If what I have written may revive memories of the most precious things I have not mentioned, and increase the loyalty of the alumnæ to their Alma Mater for what she has done to keep alive and to strengthen the best qualities of mind and heart, I shall feel the work has not been entirely in vain.

I am much indebted to the alumnæ who have reminded me of facts which I had forgotten; to Mrs. Samuel F. Clarke and Professor H. M. Tyler for their interesting monographs appended as Postscripts; and to Miss Mary Dunham, the Librarian of Smith College, for compiling the index. I would also express my grateful appreciation of the excellent service which has been rendered by Miss Jessie A. Parsons in stenography and typewriting, and of the friendly and valuable assistance of Professor Robert Withington in revising and preparing the manuscript for publication.

L. Clark Seelye.

May, 1923

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THE EARLY HISTORY OF SMITH COLLEGE

CHAPTER I

1870–1875

SOPHIA SMITH died at Hatfield, Massachusetts, on Sunday, June 12, 1870. In accordance with a wish expressed two years before her death, the Reverend John M. Greene, of Lowell — her former pastor who had implanted in her mind the seed-thought of a woman's college — officiated at her funeral in the village church on the following Tuesday. Not knowing that her first will had been revoked, he took occasion to speak of the benefits Hatfield would receive from the educational institutions which, through Miss Smith's benevolence, were to be located there. Much to his surprise and gratification, when her last will was read after the funeral, he learned that a second will had been executed on March 8, 1870, in which the location of the college might be changed — on the fulfillment of certain conditions — from Hatfield to Northampton.

This change — which Mr. Greene himself had advocated as essential to the future success of the College — was effected ultimately by George W. Hubbard, — a friend and neighbor of Miss Smith and her confidential adviser in business matters. In his early life, Mr. Hubbard had intended to become a lawyer, and, although constrained by the condition of his family to become a farmer,

he continued the study of law, and it was said that he knew more law in reference to the conveyance of property, and wrote more deeds and wills, than most of the lawyers in Hampshire County. Miss Smith employed him to write both of her wills, and in each she appointed him one of the two executors and one of the eight trustees of the College.

Mr. Hubbard did not favor the plan of a woman's college when it first was proposed, preferring another form of charity, but, as soon as he was convinced of its importance, he gave it his hearty and unwavering support.

At the outset there was no difference of opinion between Miss Smith, Mr. Hubbard, and Mr. Greene in reference to Hatfield as the most appropriate location for the College. It was their home, and all of them were interested in its prosperity. They differed only as to where in the town the site should be. Mr. Greene would leave the trustees free to determine it; Mr. Hubbard, to avoid future wrangling and dispute, desired to have the location fixed on the main street. His view prevailed with Miss Smith, and the first will she signed was so drawn.

When Mr. Greene learned what she had done, he was much dissatisfied, for he decidedly preferred another location away from the street. He did not hesitate to tell Miss Smith she had made a serious mistake, and repeatedly urged her to rectify it. His dissatisfaction may have been increased by a change of residence. Shortly after that will was executed, he had accepted a call to a church in South Hadley, and, two years later, to a church in Lowell. In other environments, less prejudiced by local interests, he saw more clearly the superior advantages of Northampton as a site for an educational institution, and he gradually persuaded Mr. Hubbard to take the same view, knowing

well that without his coöperation — so great was his influence — all other efforts to induce Miss Smith to alter her will would be fruitless.

In a written statement, prepared for the Probate Court, Mr. Hubbard gave an account of an interview with Miss Smith in August, 1869, when he stated the reasons for his change of mind:

> I told her I was an inhabitant of Hatfield and probably always should be, that my property was there, that I had no children to educate, and probably never should have, and I supposed it would be some advantage to the town, and it would thus be to my property, yet still I thought it would be to the advantage of the institution to be located in Northampton. She asked me if I would advise her to move it to Northampton. I replied, No, that she must make up her own mind upon the subject, that I would not give her any advice about it.

Although giving no advice — he was too discreet for that — Mr. Hubbard's words had great weight with Miss Smith both on account of her respect for his judgment and because she knew the financial sacrifice which the change of location would cause him.

Nevertheless, she was loath to relinquish the idea which she had long cherished of benefiting her native town, and when, in November, 1869, she asked Mr. Hubbard to write a second will, he found her still reluctant to locate the College elsewhere. Only after successive interviews during the following winter, in which the superior advantages of Northampton were reiterated, did she consent to execute the will in its final form and to leave the site of the College to be determined by the voters of Northampton. At the suggestion also of Mr. Hubbard, the name "Sophia Smith," which had been given to the College in the first will, was shortened to "Smith College." No mention of the execution of the second will, or of these changes in it, was made to

any one else — not even to Mr. Greene — until after Miss Smith's funeral.[1]

The people of Hatfield were very angry when they learned of the change in the location of the College. A town meeting was called the next week at which a committee was appointed to contest the will. The heirs-at-law also chose Samuel Smith, a cousin of Miss Smith, to act as their representative with the committee from the town. At a session of the Probate Court in Northampton in August, 1870, Stearns and Knowlton, two of the ablest lawyers of the region, appeared in behalf of these contestants and presented the following objections to the validity of the will:

1: The will is invalid in law and contains bequests inconsistent with public policy and the policy and provisions of law.
2: The same has never been executed in accordance with the requirements of the law.
3: The testatrix was not of sound and disposing mind at the time of the alleged execution.
4: It was procured by the exercise of undue influence upon the testatrix by George W. Hubbard and others.

Mr. Hubbard and Mr. Greene appeared as defendants, and after an extended hearing the objections of the contestants were overruled, and on August 24, 1870, the will was admitted to probate. An appeal was immediately taken by the contestants to the Supreme Judicial Court of Massachusetts. When that court met in Northampton, December 5, 1870, the contestants failed to appear — probably because they saw their case was hopeless — the decree of the Probate Court was affirmed, and the validity of the will established.

[1] These facts were confided to President Seelye by Mr. Hubbard a few weeks before his death.

The will[1] marks a notable advance in the education of women. It was the first time a woman had given the bulk of a large fortune to found a separate institution in which women might have equal advantages with men for a liberal education. Primarily the bequest was the outgrowth of that Christian faith — assiduously taught in the early New England churches — which led their members to feel, that, as "stewards of the manifold grace of God," they must use their possessions for the glory of God and the good of man. Miss Smith had adopted the plan suggested by her pastor because she believed she could thereby best fulfill her Christian obligations. She first directs

> that the Holy Scriptures be daily systematically read and studied in said college, and, without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion.

With full faith in the intellectual ability of her sex, she would provide for instruction

> in all the Sciences and Arts which pertain to Education, Science, and Government and in such other studies as coming times may develop and demand for the education of women and the progress of the race. I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness, and honor, now withheld from them.

Miss Smith and her advisers had, indeed, very inadequate notions of the sum required to maintain a college of the first rank. Three hundred thousand dollars seemed to them in that day an ample foundation, and her executors were directed to wait until that sum was realized from the proceeds of her estate. With far-sighted business sagacity, she guarded against the expenditure of a disproportionate

[1] Appendix I.

amount of the endowment on material equipment; and directed that for the educational purposes of the institution

not more than one-half of the sum received shall be invested in buildings and grounds and the other half or more shall be invested by the Trustees in a safe manner to be a permanent fund, the interest of which alone shall be used forever.

In changing the location of the College she stipulated — with the frugality and cleverness characteristic of her New England training and family traditions — that the change should not be made unless the citizens of Northampton "raise and pay over the sum of twenty-five thousand dollars to the Trustees of the College."

On the appraisal of Miss Smith's estate, it was found that the sum which the College would receive after all other legacies were paid exceeded three hundred thousand dollars, and application was immediately made by the executors of the will for an act of incorporation. That act passed the General Court of Massachusetts without opposition, and a charter was granted and approved by His Excellency, Governor William Claflin, March 3, 1871. The charter confirms the appointment of the Trustees named by Miss Smith, and constitutes them a

body corporate, by the name of the Trustees of Smith College; the leading object of which shall be the higher education of young women, in accordance with the plan and provisions prescribed in the last will of Sophia Smith of Hatfield.

It gives them

full power and authority . . . to grant such honorary testimonials, and confer such honors, degrees, and diplomas as are granted or conferred by any university, college, or seminary of learning in the United States.[1]

In accordance with the stipulation of the will, the Trustees are authorized

[1] Appendix II.

to locate the said college in Northampton, provided the citizens of Northampton within two years from December 5th, in the year 1870, shall raise and pay over, or cause to be raised and paid over to the said Board of Trustees . . . the sum of twenty-five thousand dollars for the purposes specified in said will. And upon the failure or refusal of the citizens of town of Northampton so to do, then the said Trustees, when organized, shall locate the said college in Hatfield.

The advent of a new college for women excited little attention or comment. It was too insignificant to provoke much opposition or criticism. The opinion still prevailed that women needed no more education than would fit them to fulfill satisfactorily the duties of a housewife and mother. In New England the most popular form of education for those who desired to know more than could be gained in primary or secondary schools was represented in the "female seminaries" and academies, of which Mount Holyoke Female Seminary was one of the most conspicuous types. This type was the ideal which Mr. Henry F. Durant was expending a large fortune to realize at Wellesley. The school he founded was chartered, March 17, 1870, as Wellesley Female Seminary, and not until March 7, 1873, was the name changed by legislative enactment to Wellesley College — a change apparently due to the example of Vassar and Smith.

Those most active in demanding a college education for women favored co-education and insisted that the colleges already established should be opened on equal terms for both sexes. Their feeling was expressed in an editorial in the *Springfield Republican*, which announced the purpose of Miss Smith's bequest:

It is a noble one, yet we almost wish she had bequeathed a smaller sum to some existing college, on condition that girls should be admitted thereto with equal privileges. It is not only an education equal to that of young men which girls need, but also

an education in the same classes with young men. The qualities of the two sexes supplement each other in a school, and both are better trained where they are taught together. No college exclusively for girls will have, for many years to come, a standard of intellectual vigor and practical result so high as that of the best existing colleges — partly because the demand will not be so exacting. With all its excellencies, Vassar falls short of Cornell and Yale and Harvard, and must do so for a long time, and the new Smith College will mainly repeat the experience of Vassar. It would have been better boldly to confront the difficulties, such as they are, of educating the two sexes in college together, and to have added to the funds of Amherst College a sum sufficient to open a common course and on terms more liberal than now exist anywhere.[1]

Co-education was already making rapid strides in the West, and it seemed probable that all the state universities and colleges there would soon be open to women. Boston University had just been founded with equal privileges to both sexes, and most of the New England colleges were besieged with applications to open their doors to the women who could meet their tests of scholarship. At the Semi-Centennial Celebration of Amherst College, July 12, 1871, there was an animated and exciting discussion by distinguished alumni on the admission of women. Governor Alexander H. Bullock, LL.D., — than whom no one was more highly honored in Massachusetts, — said:

I am cordially in favor of making the experiment of admitting our friends heretofore excluded, to the privileges of the classes, if they shall desire it, and shall establish the usual qualifications. Nor, in my judgment, is it at all improbable that the class-rooms would be greatly improved by the new accession. Some one, writing of Raphael, said that his pencil melted whenever it approached a woman or an angel. I am not able to see why such influence may not profitably be transfused through the austere forms of the collegiate recitation room. At all events, I have sealed my opinion. And as the committee of arrangements have very properly been drumming through the classes of fifty years

[1] *Springfield Republican*, June 17, 1870.

standing or less in quest of the establishment of scholarship funds, as a fit memorial tribute to the occasion, I have sent in to my associates of the Board of Trustees my humble offering of a scholarship endowment, with the condition that its benefits shall be appropriated to a woman upon the basis of equal fitness in the examination. In that direction it is offered — and may Heaven grant it a blessing.[1]

The Reverend Henry Ward Beecher, one of the most eloquent preachers of that day, endorsed the appeal of Governor Bullock, saying:

The question whether women shall have the right to the highest education which it is possible to gain in America, has been settled, and that long ago. If there is one thing in which America stands preëminent, it is this: We believe that woman should be educated according to the measure of her desire and her capacity. . . .

Why should we put two schools to do the work of one? Are women so much like men that they need but one church, one catechism, one minister; alike in almost everything, and yet so different that they need two sets of instructors, one for men, and one for women in ordinary matters of education? . . .

Amherst is for a universal education. If a man be black, and is fully prepared, or if a woman is fully qualified, its doors will open to them. Amherst should lead in this march of progress, and if she does, it will not be the first time that she has led in progress and philanthropy.[2]

The debate closed with an address by Professor Edwards A. Park which is of special interest on account of its reference to Smith College:

I must think that the college which has been recently endowed by Miss Sophia Smith, and which is soon to grace the already beautiful town of Northampton, will contribute much to the true honor of women, and will make hundreds of them, without the aid of the Supreme Court of Massachusetts, real Justices of the Peace. But that college would probably never have been devised, had it not been for an alumnus of this institution. He was laboring peacefully in one of the charming villages on the banks

[1] *Exercises at the Semi-Centennial of Amherst College, July 12, 1871.* p. 80.
[2] *Ibid.*, pp. 99–102.

of the Connecticut; and there, in his modest and quiet way, he set in motion a train of influences which will soon give a new college, and an attractive ornament to the State of Massachusetts. I have been looking around this audience in the hope of seeing that real working man here; but I do not detect him. If I knew that he was present, I would call his name. I will not expose an absent man, however; and will only say that, although I have praised my own humility — and there is no virtue of which I am so proud as I am of my humility — in declining an office in Amherst College, and thus erecting these costly buildings, yet, long after my name shall have faded away and dropped like a sere and yellow leaf from the remembrance of men, the name of that man will still be Greene.

I shall not speak on the question which has been proposed this afternoon in regard to admitting women into the regular classes of your Alma Mater; but as this is the time for college reminiscences, I will repeat a saying of President Humphrey, who has been fitly extolled this afternoon as a wise and sound man. There was one student connected with the institution who neglected his studies — I must presume there was only one — and, at a meeting of the Faculty, there was a prolonged discussion in regard to the cause of his remissness. One professor thought that the young man was troubled with the headache; another thought that he had a fever; still another thought that he was burdened with a pecuniary embarrassment. At length, the President uttered, with a pause after almost every syllable, these suggestive words: "I have reason to believe that the remissness of the young man is owing to a shock which he has received from a *gal* — van — ic battery." [1]

Without another word Professor Park took his seat. But the uproarious laughter and prolonged applause which followed his address showed clearly enough that the audience made the obvious application of his illustration, and the attempt to make Amherst co-educational failed. No more successful were the efforts to secure the admission of women to Yale, Harvard, Williams, and Dartmouth.

If the opposition of the leading New England colleges to

[1] *Exercises at the Semi-Centennial of Amherst College, July 12, 1871*, pp. 114, 115.

co-education did not make the need of a separate college for women more apparent, it may have served to confirm the Trustees of Smith in their determination to prosecute the work with which they were entrusted.

Their first session was held at the office of the Smith's Charities in Northampton, April 12, 1871, when the charter was accepted, and the organization of the Board completed by the choice of Professor William S. Tyler as President; Edward B. Gillett, Vice-President; George W. Hubbard, Treasurer, and John M. Greene, Secretary. At that meeting, Judge Charles E. Forbes resigned his position as Trustee, and Judge Samuel T. Spaulding was chosen to fill the vacancy.

At their second meeting, September 12th of the same year, the by-laws were adopted, the homestead of Judge Dewey was purchased as a site for the College, at twenty-six thousand dollars, and committees were appointed to select a president and to prepare a suitable design for a college seal. At a subsequent meeting the committee submitted a design for the seal which was accepted. It was originally suggested by Professor William S. Tyler, and symbolized the Woman of the Apocalypse, clothed with the sun and the moon under her feet, as drawn by Murillo in his famous painting of "The Assumption of the Virgin." The motto, — Ἐν τῇ ἀρετῇ τὴν γνῶσιν, — was taken from the Greek scripture of II Peter i: 5, "To virtue, knowledge."

At a meeting, November 14, 1871, it was voted to purchase the adjoining homestead of Judge Lyman for twenty-five thousand dollars, and to discontinue further negotiations for additional real estate. The entire site containing a narrow strip of land about thirteen acres, extending from Elm Street to Mill River, the Trustees thought was large

enough to satisfy the needs of the College for several years, — and was as large as their limited funds would then permit them to buy.

On July 15, 1872, overtures of the presidency were made to L. Clark Seelye, then a professor at Amherst College. The organization and administration of a new college for women at first did not attract him. He enjoyed his work and his home at Amherst and he had no desire to go elsewhere. Moreover, while the subject was under consideration he was invited to attend the graduation of a niece at Vassar, and what he saw there confirmed his opinion that the sum bequeathed by Miss Smith was insufficient to realize her ideal. The informal offer of the presidency was, therefore, declined.

The Trustees themselves realized the inadequacy of the endowment and the inexpediency of erecting buildings and appointing a Faculty until a president had first been chosen. At their next meeting, in September, 1872, in order to satisfy public curiosity, they voted to issue a prospectus, stating more specifically the design of the College and its probable requirements, from which the following quotations are made:

It is the design of the trustees, as it was evidently of the founder, not to add to the number of such schools, seminaries, or academies, as now exist for young ladies, but to realize completely and truly the idea of a WOMAN'S COLLEGE. They would secure to young women a culture fully equivalent to that afforded to young men by our best New England colleges, and yet differing from that as woman differs from man in her physical and mental constitution, and in the sphere of her active life.

The requirements for admission will be substantially the same as at Harvard, Yale, Brown, Amherst, and other New England colleges, inasmuch as the high schools and most of the academies wisely furnish the same preparatory instruction to both sexes.

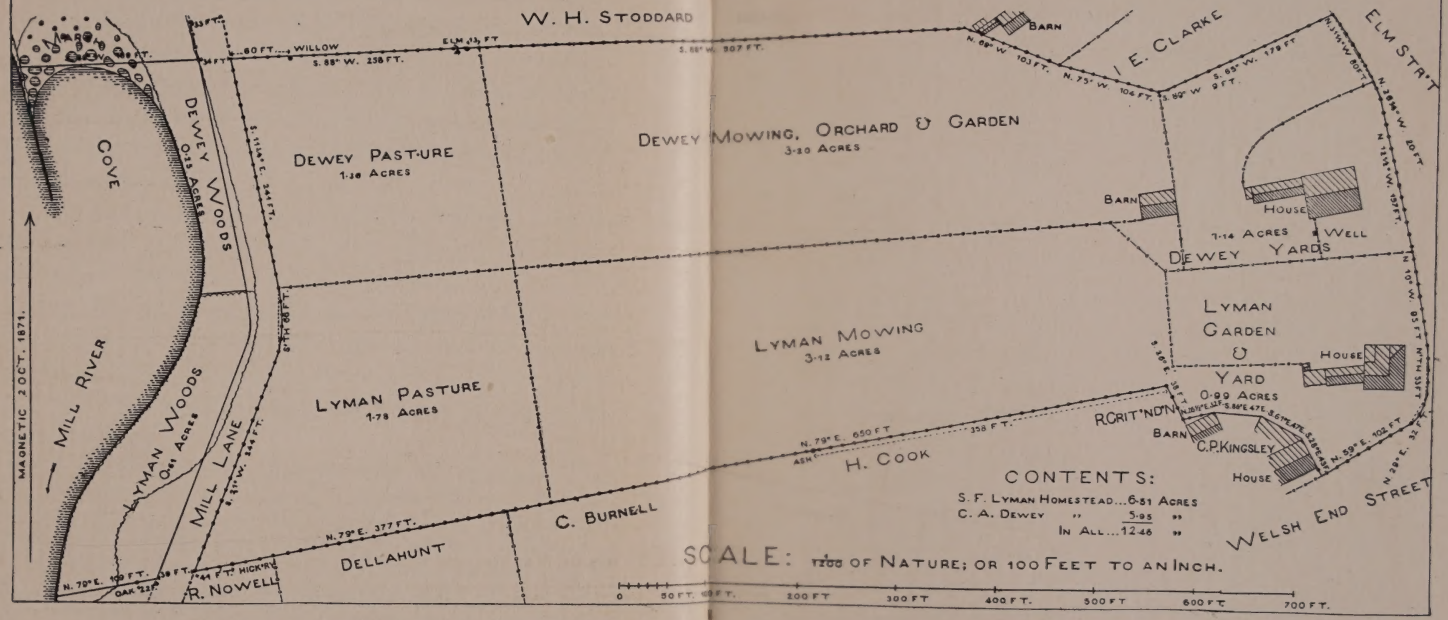
The study of the Latin and Greek languages will be pursued as extensively as in any other college, and with especial aim to im-

A Map of the Smith College Lands

at Northampton, Mass.,

by Benj. Smith Lyman, 135 South Fifth St., Philadelphia.

4 January, 1872.



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Scale: 1/1200 of Nature; or 100 Feet to an Inch.

0 50 Ft. 100 Ft. 200 Ft 300 Ft 400 Ft. 500 Ft 600 Ft 700 Ft.

prove the taste of the pupil, to facilitate her acquisition of other languages, and particularly to promote a thorough understanding of her mother-tongue.

Probably more attention will be paid in this than in other colleges to the English language and literature, to criticism on the standard English authors, and to the writing of original essays.

More time will be devoted than in other colleges to æsthetical study, to the principles on which the fine arts are founded, to the art of drawing and the science of perspective, to the examination of the great models of painting and statuary, to a familiar acquaintance with the works of the great musical composers, and to the acquisition of musical skill. . . . Especial attention will be given to elocution; and the elocutionary exercises will be pursued as a means of promoting the health of the pupils, and also of improving their style of reading, singing, and conversation.

While all the physical sciences will be taught so as to keep pace with the scientific and material progress of the age, particular regard will be paid to those branches (for example, chemistry, botany, anatomy and physiology) which, although much neglected by woman hitherto, are peculiarly fitted to her nature, and indispensable for her work.

Probably less attention will be given to the higher mathematics than in our existing universities, but more to the science of mind and of ethics.

All the instruction will be pervaded by the spirit of the Christian religion. The Bible will be considered as the best classic, and the arbiter in every question of faith and practice. Those pupils who desire it, will receive instruction in the Hebrew language and in the Greek of the New Testament. These studies, however, will not be pursued with any sectarian bias.

As far as possible, facilities will be afforded for the pursuit of special studies, and in the preparation for special professions and employments . . . yet the chief aim of Smith College will be, by a well-chosen course of liberal studies, to furnish young women with that general yet appropriate discipline of all their powers and faculties which will qualify them, in a fully-developed womanhood, with a sound mind and a pure heart in a healthy body, to do the work of life for which God has made them, in any place to which in His providence they may be called.

At the same meeting in September, 1872, the Reverend John M. Greene was appointed as an agent to solicit funds

to increase the endowment. After visiting influential persons who were interested in the higher education of women, in various towns and cities of New England, he found no one yet was willing to contribute anything to increase the endowment. He wrote a series of articles in the local newspapers, showing the importance of the College and its need of additional gifts; he told how the Trustees of the College were baffled at the outset in their efforts to secure

> a first-class man for president, a man of taste and culture fully equal to the presidents of our best New England colleges. But when such men are approached and consulted about the presidency of this college . . . they ask what the funds of the College are. On being told that they are only a site, and three hundred and seventy thousand dollars in cash, they reply that with these funds we cannot in this generation realize our hopes of a college; we may have a Ladies' Seminary, and that is all, with that amount of money; and such men are not willing to accept the position. . . . The agent has encouragement that a million of dollars can be brought into this town for this college, if the people of Northampton will give an impulse to the movement, by erecting the first building. This building should cost from seventy-five to one hundred thousand dollars, be such a building in study and taste as Northampton wants the other buildings to be. . . .

A meeting of the citizens of Northampton was called in the vestry of the Edwards Church, on December 9, 1872,[1] to consider the condition of the College. Many of the influential men of the town attended the meeting and urgent pleas were made by the Reverend Mr. Greene and others for enough funds to erect the first academic building. Professor William S. Tyler, of Amherst College, gave the principal address, in which he explained more fully the aim of the College and its prospective advantages to Northampton:

> Doubtless the founder thought she had provided sufficiently all the pecuniary wants of the College. And her bequest is, indeed,

[1] Reported in the *Hampshire Gazette*, December 10, 1872.

large and liberal, the most munificent that any woman has ever made for the education of her sex. It is amply sufficient for a Female Seminary or a Ladies' Boarding School. But we do not wish to add to the already sufficiently numerous schools of this grade; nor was this the desire or intention of the founder. . . . No one would think of starting a college, now, in the older and richer states, with less than half a million. . . .

Feeling that a President and Professors, *especially a President,* who would be just the right men in the right place, was almost the first step in the successful inauguration of this great enterprise, the Trustees have made their best endeavors, ever since they received their trust, to find such men, but with very imperfect success. Such men are scarce. They are in great demand. They already hold important positions with a sure and ample support and an established reputation. They do not wish to leave a certainty for an uncertainty. They ask, what *pecuniary basis* we have to build our college upon; and when they are told, with one voice they say, it is *not enough* to make a *college* in our day. . . .

Give us this assurance; *give us a Northampton Hall with Northampton hands and Northampton hearts, and the ablest and the best men of the land will be glad to cast in their lot with the College as officers of government and instruction; I am sure of it, indeed I know it;* and the Faculty will bring the students, and with the Faculty and the students money will flow in abundantly to enlarge and expand, to secure growth and progress, for years to come. . . .

In response to the appeals of the Reverend Mr. Greene and Professor Tyler, Captain Enos Parsons offered to subscribe one thousand dollars if seventy-five thousand dollars could be raised by subscription to erect the first building for Smith College. Mr. George W. Hubbard also offered to give an equal amount for the same purpose on the same conditions. There were no other pledges, though, after a prolonged discussion, the following resolution was passed:

Resolved: That it is the sense of this meeting that Northampton should raise seventy-five thousand dollars for the erection of the first building of the Smith College.

A committee of five was appointed to confer with the Trustees as to the best method of raising the proposed sum.

That committee had no financial encouragement in their efforts to raise the amount required. The townspeople generally felt that Northampton had already done its share in its appropriation of twenty-five thousand dollars. To many of them the plan of the proposed college seemed chimerical and impracticable. There was a prevailing distrust concerning its future, and the committee finally decided it was useless to continue solicitations for financial aid until the College had done more to win public confidence.

The Reverend Mr. Greene, after working for six months without increasing the endowment, resigned his position as soliciting agent; but the Trustees were not disheartened. The funds of the College — meager as they were — had been well invested, and were rapidly accumulating. The real estate already purchased for a site and the incidental expenses had been paid for out of the income of the invested funds and $8184.93 had been added to the endowment, so that, in 1873, the cash balance was $383,693.22, and in the final settlement of Miss Smith's estate it was expected that $42,500 more would be realized. In view of the more encouraging financial condition, negotiations were opened again in the summer of 1873 with Mr. Seelye to see if he could not be induced to accept the presidency.

During the interval since the first overtures were made, his own attitude had somewhat changed and his interest in the higher education of women had been increased by the offer which he had declined. He had too intimate associations with intelligent women to doubt their intellectual capacity and he deeply sympathized with the efforts to secure for them better educational opportunities. He had a clearer vision of what a college for the higher education of women might accomplish, and the vision grew more attractive.

The committees appointed to confer with him had unusual persuasive powers. Professor Edwards A. Park, D.D., a friend and former teacher, wrote to him:

> Whoever takes the office will open a new era in the education of women. . . . No such college is now in existence in this whole world. The president of this college has an entirely new plan to form and a new organization to effect. His plan will doubtless be adopted by future colleges for women, but he will be a pioneer in this department of education. This appears to me to be a rare privilege and a great honor. Another very important reason for your accepting this appointment, should it be made, is that you can unite some departments of instruction in Smith College with corresponding departments in Amherst College. . . . If you should take the presidency of this institution, you would, I think, be an important agent in settling the present dispute with regard to female education and would be a means of preventing well-established colleges from introducing women into their existing course of study and would thus save the community from a great amount of evil.

The Reverend John M. Greene also wrote:

> We think the enterprise is the most important educational movement of the age to organize for the better education of more than half the race. It restores to woman a lost right, that is, the right of equal knowledge with men and all the influence that comes with it.

The financial condition of the proposed college was presented in a more favorable light. There would be enough, by the accumulated interest, to put up the first buildings without encroaching seriously upon the original endowment. By its location in Northampton, it could be saved at the outset from some large expenditures. The town had an unusually well-selected and liberally endowed library. There were churches of various denominations so that no separate church would be needed to maintain the undenominational character of the college. Owing to its proximity to other colleges, professors at first might be obtained at

comparatively little expense to give additional instruction in the various departments. Sufficient time would be allowed to mature plans and to erect the buildings. There was also a fair prospect of securing funds from benevolent persons when the plan of the College became an objective reality, and not merely an ideal in the mind of its founder.

The character of the Board of Trustees was an additional source of strength. They were remarkably well qualified for the work assigned them. All but one were college graduates. They represented five New England colleges: Harvard, Yale, Brown, Amherst, and Williams. The majority of them were engaged in higher education; they were all men of superior ability, of sterling Christian character, and they were in hearty sympathy with the purpose of Sophia Smith to give women the opportunities of the best collegiate education under the guidance of a dominant Christian spirit.

Their negotiations with Mr. Seelye were at last successful, and at the annual meeting of the Trustees, June 17, 1873, "Professor L. Clark Seelye, of Amherst, was unanimously elected President and Trustee of Smith College." At the same meeting the Reverend Professor Andrew P. Peabody, S.T.D., LL.D., of Cambridge, and the Reverend Phillips Brooks, S.T.D., of Boston, also were elected Trustees.

Immediately after his election, the President went to Europe to study educational institutions there. He visited the universities of England, Germany, Switzerland, and France, giving special attention to Girton College which had just been opened for women near Cambridge. On his return in October, he was invited by President Raymond to visit Vassar, where every facility was afforded him to

study the workings of that institution. President Raymond also gave many valuable suggestions as the result of his own experience. Mr. Henry F. Durant invited him to study the plans which he was then formulating for Wellesley College and to inspect the large building which he was erecting for its use.

After these preliminary investigations, it seemed clear that rigid economy must be practiced in all expenditures, and that the endowment of the College should be steadily increased until its income could meet the needs of a higher institution of learning.

To allow the funds to accumulate; to mature the plans; to erect the necessary buildings; it was decided that the opening of the College for students should be postponed until September, 1875, when only one class should be admitted, and each successive year a new class should be formed until the four classes characterizing the American college were complete.

Hitherto no college for women had started without a preparatory department; none had required Greek for entrance; and in the majority of them both the quantity and quality of the work demanded was little more, and often less, than in the best secondary schools. Vassar was the only existing college for women worthy of the name, and being encumbered with a large preparatory department, it had not placed itself on a par with the best colleges for men in its requirements for admission.

No way to disabuse the popular mind of the impression that a woman's college must be of an inferior intellectual type, seemed more effectual than to adopt the prevailing requirements for admission in the New England colleges. This was accordingly done; and in the first official announcement made by the President, October 20, 1873 —

issued as an appendix to the first circular of the Trustees — it was stated that

> candidates for admission will be examined in arithmetic, geography, the construction of the English language, general outlines of history, the Latin and Greek grammars, the *Catiline* of Sallust, seven orations in Cicero, the first six books of Virgil's *Æneid*, three books of Xenophon's *Anabasis*, two books of Homer's *Iliad*, algebra to quadratic equations, and two books of geometry.

These requirements represented the common standard of admission to New England colleges. Whatever modifications might be made in them afterward, whether they were ideally the best for women or not, it seemed that no differentiation could safely be made at the outset in the intellectual work demanded, if the College standards of scholarship were to be respected and maintained. There was no intention to formulate a scheme so fixed that it would be inhospitable to new ideas, or which could not adjust itself readily to the modifications which future experience might indicate as advisable. There was a keen sense of the pioneer character of the enterprise, and of the importance of preserving an open mind, ready to profit by the lessons experience might teach.

In consequence of the publication, about that time, of *Sex in Education*, by a noted Boston physician, there was much discussion concerning the physical dangers attending the higher education of women, and unusual care was taken that the mode of life and the buildings of the College should conform to the requirements of the most advanced sanitary science. How to preserve, develop, and perfect womanly characteristics were problems no less earnestly considered than those relating to intellectual culture. In the solution of these problems plans were adopted somewhat different from those found in other educational institutions.

Instead of a mammoth structure, large enough to meet both academic and domestic necessities, it was determined to erect one central building exclusively for academic instruction, and to group around it, as might be needed, comparatively small dwelling-houses which should be conducted as far as possible like well-ordered private homes.

The traditional names "Freshman" and "Sophomore" in colleges for men at first were discarded, in the hope that the corresponding classes might be freed from some unpleasant masculine associations with those names. "First Class" and "Second Class" were adopted as their equivalents. The names "Junior" and "Senior" were retained for the two upper classes.

Competitive plans were solicited from architects for the academic building and the President's house; and from landscape gardeners for the campus. The building plans presented by the architects, Messrs. Peabody & Stearns, of Boston, were accepted, as were those presented by the landscape gardeners, Messrs. Bowditch & Copeland, of Boston, for the campus. The academic building included lecture and recitation rooms, an art gallery, cabinets for apparatus, a social hall, a reading-room, laboratories, and offices for teachers.

This building and the President's house were located on Elm Street, and the house formerly occupied by Judge Dewey was moved back from its original site and transformed into a suitable dwelling-house for students.

In October, 1874, another prospectus was issued, in which was stated more in detail the character of the educational work which the College intended to give:

> The course of study will extend through four years. During the first year, the same studies will be required of all the regular students. After the first year elective courses have been ar-

ranged, designated respectively: Classical, Literary, and Scientific.

The Classical course is distinguished from the others by the greater attention given to Greek and Latin; the Literary, by the greater attention given to the modern languages, and especially to the English; and the Scientific, by the greater attention given to Mathematics and the Natural Sciences.

Enough, however, of the characteristic studies of a collegiate course will be required of all the students to secure a culture as thorough and complete as that acquired in our best New England colleges.

No student will receive the College diploma who has not passed satisfactory examinations in all the required studies of the College course, and in all the studies of one of the three optional courses. . . .

Opportunity will also be given to students, both before and after graduation, to pursue, under the direction of competent teachers, advanced studies in Music, Drawing, Painting, and other branches of æsthetic culture. . . .

The College is not founded in the interest of any religious denomination, and will be entirely undenominational in its management and instruction. Students will be allowed to attend any church their guardians may designate, and no attempt will be made to change denominational preferences. . . .

In addition to lectures on Physiology and Hygiene, regular exercises in the gymnasium and the open air will be prescribed under the direction of an educated lady physician. These exercises will be designed not merely to secure health, but also a graceful carriage, and well-formed bodies.

The number and arrangement of studies, and the mode of life will be carefully adapted to the demands of an enlightened physiology.

It is the wish of the Trustees to realize as far as possible the idea of a literary family, in which young women may not only enjoy the best facilities for intellectual discipline, but may also receive a social refinement and culture, which will enable them to feel at home in the best society, and to conduct themselves with grace and propriety in any sphere of life. . . .

The price of tuition for all students, regular or special, will be one hundred dollars a year. This includes the use of the laboratory, cabinets, lecture and reading-rooms, and the pleasure grounds of the College, and covers all expense of instruction except private lessons in Music, Drawing, and Painting.

The price of board in the cottages of the College will be from five dollars to ten dollars a week, according to the accommodations. For those who prefer a fixed and definite sum, the College will provide good board and rooms, including all expense of heating and lights, for three hundred dollars a year. Should it seem desirable, the College will also provide cottages, in which those students who are so disposed may carry on coöperative housekeeping under the care of a matron or teacher, and thus reduce the expense of living. Students can, also, with the consent of their guardians, obtain board in respectable private families, whose character is certified by the College authorities, at an expense varying from five to twelve dollars a week.

Those who reside in Northampton or neighboring towns will be allowed to board at home.

CHAPTER II

1875–1879

THE President's house was finished in May, 1875, at a cost of $19,000. College Hall, the first academic building, was completed, at an expense of $76,876, and dedicated July 14, 1875, when the President was formally inaugurated into the office which practically he had filled for two years.

The exercises were characterized by unusual simplicity. There was no imposing procession of representatives from other colleges and no display of academic gowns. His Excellency, the Governor, was present, and the uniforms of his staff were the only visible signs of official rank. The devotional exercises were conducted by Professor E. A. Park, D.D., of Andover Theological Seminary, and the pastors of the Congregational and Unitarian churches — the Reverend W. S. Leavitt and the Reverend C. B. Ferry. Professor William S. Tyler, D.D. — President of the Board of Trustees — presided, and in his introductory address,[1] after defining the higher education in relation to a woman's college, he thus expressed the determination of the Trustees:

> We mean it shall be a whole college, and, for the present, nothing but a college. If we cannot make it such, we are ready to resign our places and give way to others. If there is not a demand for one such institution in all New England — in all these United

[1] The addresses at the Inauguration were published by the Trustees of the College and may be found in the volume, *Addresses at the Inauguration of L. Clark Seelye as President of Smith College and at the Dedication of its Academic Building, June 14, 1875.* The limitations of this history will only permit enough extracts from them to show the policy which was to shape the administration of the College.

COLLEGE HALL

States — if the public mind is not yet elevated to this standard, and cannot be so educated up to it as to fill with pupils this one college edifice, then I for one say, let it stand empty as a perpetual monument of what was offered by the Founder and Trustees of this institution, and declined by the community — a perpetual monument to a noble effort, and a magnificent failure!

Instead of following the usual ceremony of giving the president-elect a copy of the charter and the keys of the College, he said:

Usage would, perhaps, require that I, as President of the Board of Trustees, should now deliver to you, sir, as President of the College, the keys of the College edifice. That, however, in the present circumstances would not only be an idle ceremony — it were almost a farcical performance. From corner-stone to turret, this edifice, planned by your wisdom and taste, has been reared under your eye — from the vestibule to the innermost penetralia it has been finished by your hand. The keys have been and are still in your possession, and it would be for you to hand them over to us, instead of our delivering them to you. But in the name and by the authority of the Corporation, I do now entrust to your care and keeping all those great interests of education and religion of which these keys are the symbol, with full confidence in your character and qualifications for the important office to which you have been chosen. And while I charge you to be faithful to the will of the Founder, to the principles and spirit of the Corporation, and to the sacred trust which is committed to you, I promise you our entire confidence, sympathy and support in the faithful discharge of your responsible duties; and I invoke on you the blessing of Him, to whom, in common with the older colleges of the Commonwealth, Smith College is dedicated, and "in whom are hid all the treasures of wisdom and knowledge."

President Seelye responded:

Much more precious, Mr. President, than any empty symbols of office, are your words of confidence and encouragement; although I fear your personal friendship has led you to indulge in encomiums of which I am not worthy.... To the wise counsel and judicious management of the Corporation, of which you are the honored head, is really due the success which may thus far have attended our undertaking. Indeed, sir, I should not have ventured to accept a position so responsible, but for the con-

sciousness that I should be sustained and guided by a body of men, whose ability and wisdom have long been conspicuously manifest in the highest posts of public trust. Upon their wisdom I shall continue to rely, and I assure you it will be my earnest endeavor, both to execute faithfully the will of the Corporation you represent, and to preside over the interests which you have thus entrusted to my charge, so that the College may not disappoint the high expectations of its guardians and friends.

A few extracts from the inaugural address may here be given:

It may seem less in consonance with the popular mood, if I remind you that, a little more than a century ago, a petition was sent to the General Court of Massachusetts by the leading citizens of Northampton, asking for a college in this vicinity. In answer to that petition, a charter was actually made out by Governor Barnard, in 1762, incorporating "certain citizens of Hampshire County into a body politic to be known as Queen's College." According to the provisions of the charter, the college must be located in Northampton, Hatfield, or Hadley, and must give an education equal to that of Harvard. The jealousy of Harvard thwarted the undertaking then; its originators died with little encouragement that their project would ever succeed. . . .

With that poetic justice for which history is celebrated, we, to-day, carry forward their unfinished work. . . .

Time at least has vindicated their sagacity in thus early selecting this spot as a college site. Again and again have the trustees of other collegiate institutions been impressed with its manifold attractions. Amherst College was almost persuaded to come here; would have come, I think, but for the superior zeal of Amherst citizens. Williams College, when the question of its removal was agitated, after carefully examining Western Massachusetts, selected Northampton as the best site for a college, and actually voted to remove here, if the Legislature would permit. One hundred years have not lessened the attractions of this favored spot. . . . It would be difficult to find a locality, which combines, not only so many elements of natural beauty, but offers also as numerous and varied illustrations of the natural sciences. . . .

The Founder of the College has fixed the standard for us. . . . That standard makes it clearly our duty as Trustees to provide for young women a higher collegiate education. If they do not need it, cannot bear it, then certainly Miss Smith made a great

mistake in the disposition of her fortune. Permit me to say, however, that the Trustees are not troubled as yet with misgivings on that point. We believe there is a steadily increasing number of young women who not only give evidence of the highest order of mental talent but desire most earnestly the best means for its cultivation. Those means we seek to furnish. As far as possible with the funds at our disposal, we shall endeavor to organize a college in which women may have the same facilities for mental culture which men enjoy in New England colleges. . . .

I believe this is the only college for women which insists upon substantially the same requisites for admission which have been found practicable and essential in colleges for men. . . . Unless a college insist upon enough preliminary work to carry out its design, it must soon be encumbered by many who might spend their time more profitably in ordinary schools.

We see no other way to secure a higher education which is not a sham except by requiring enough preliminary work to make that education feasible. Let the requirements for admission be determined, not by the number of students desired, but by the demands of the highest intellectual culture, and you have done much to put an end to the lack of system and many of the shams which have been the bane of female education. . . .

We have been guilty of another innovation, by adopting substantially the classical and mathematical training which has long characterized the higher education of young men. . . .

A college, as I understand it, aims to educate by giving a student the freest access to the best thought of the best minds. It seeks to make one familiar, not merely with that portion of the human intellect which is represented in the comparatively narrow range of popular thought and tradition, but with the growth of the human intellect as a whole. Human knowledge is not fragmentary, without cohesion. You cannot take a portion of it, and thoroughly understand it separated from all other portions. You must know something of its antecedents, its connection, its growth. . . .

If this be its proper aim, I do not see how a college for either sex can eliminate or materially abridge the study of the classics. For the languages of no other peoples have had so potent an influence in developing the human mind, or can interpret for us so clearly the varied stages of its growth. . . .

Let us have less grammar and more Greek, less writing Greek verse, and more study of Greek poetry, but let us not in our higher institutions of learning give up the study of that language

which more speedily and effectually than any other ushers us into the best thinking of the ages. . . .

We have said nothing concerning the study of the Latin, because its place in female education is not so often disputed, and the advantages which it gives are more obvious. The two languages are so closely connected with human thought that the study of either cannot be omitted without serious loss in any institution which aims at the highest mental culture.

While, however, we lay such stress upon the study of the classics, we are by no means disposed to give up the modern. . . . In German and French we find the best thinking which any foreign literature of modern origin can offer us. These languages, therefore, enter appropriately into our curriculum. They are to be studied, not for any vain display of conversational fluency in a foreign tongue, but for the acquaintance which they give us with human thought; while, side by side with all these linguistic studies, we carry forward that study of our own mother tongue, dearer and more important to us than all the rest, and acquiring greater richness and force from the knowledge which we thus obtain of other forms of speech. We do not propose to leave young ladies in ignorance of their own language and literature for the sake of making them accomplished classic or German or French scholars. . . . We propose to give still greater attention to the direct study of English than is given in many of our colleges for men. Special studies will be given in its literature; the student will be made familiar with its masterpieces and its origin; and appropriate exercises devised to give both a clearer understanding and a better expression of thought in our native tongue. . . .

It would, indeed, be easy enough to show the increasing importance of mathematics in practical life; the assistance it gives the sailor and the engineer; our indebtedness to it for the most highly-prized comforts of our civilization. But it is not for its practical utility that I advocate its place in the higher education; that utility indeed, is due to the study which had no thought of practical results. Nor does it owe its place to its importance as a mental discipline, although the testimony of many generations of educators bears witness to its value as an intellectual exercise.

Rather would I justify the prominence of mathematics in the higher education, because it is the study, above all others, which gives us a knowledge of the mind in nature. To it, more than to any other source, we are indebted for what we know of physical sciences. . . .

Our aim has been to so arrange the course in natural sciences

that young ladies may become sufficiently well acquainted with their general principles and leading facts to feel an interest in the progress of science; to make, afterward, in some chosen field, original investigations. . . .

Poetry and oratory, as parts of literature, come naturally within the scope of that literary training which the college ordinarily gives, but the rest of the fine arts have usually been ignored in collegiate education. . . .

In the fine arts, as in literature and science, the College should simply aim to give that broad and thorough acquaintance with mind which is in itself the best preparation for special work in any calling. If this be its aim, however, it cannot be true to its character and ignore art. Too many of the grandest creations of the human intellect are embodied in the fine arts to remain unnoticed by an institution which seeks the highest mental culture. . . .

If our higher schools are to fulfill their mission, they must see to it that no unusual artistic gift be impoverished from lacking the nutriment of that broad and generous thinking on which alone it can grow to its greatest strength and beauty. . . . Not less, however, should the College see to it that artistic tastes are not starved and dwarfed from want of proper culture. It should have its gallery of art, where the student may be made directly familiar with the famous masterpieces; it should have facilities for musical culture in good instructors and instruments. Lectures, models, and special exercises should keep alive and develop the æsthetic faculties equally with other mental talents. . . .

Our art gallery, we trust, will ere long be amply provided with all the material requisite for such a work. . . .

Whatever their individual talents may be, we would have the students go forth from this institution, with broad sympathies and minds fully responsive to mental worth, wherever it exists. . . .

We wish it to be distinctly understood, that it is neither the aim nor the tendency of the higher education to make woman less feminine, or less attractive in those graces peculiar to her sex. It is to preserve her womanliness that this College has been founded; it is to give her the best opportunities for mental culture, and at the same time, the most favorable conditions for developing those innate capacities which have ever been the glory and charm of true womanhood. . . .

We admit it would be an insuperable objection to the higher education of woman, if it seriously endangered her health. We admit also that many requirements of our schools have been

directly opposed to known physical laws. All this we grant and still maintain there is no more danger in an intelligently arranged system of higher education for women than there is for men. Imprudence in study is subject to the same penalty as imprudence in other things, but study properly pursued is healthy. Intelligence is a benefit to the body. Educated men are the longest lived. Students, as a class, are less exposed to disease. . . .

While claiming for the students here no exemption from those diseases incident to human life, we are confident with the provisions we have made, they will not only be able to meet with safety all our requirements of study, but will be benefited physically, as well as mentally, by their work. . . .

The chief business of the College, as I have stated, is mental culture. It is neither a sanitarium nor a sanctuary. It usurps neither the functions of the hospital nor the church. Its distinctive object is mental perfection. That perfection, however, can never be secured, if the College pay no attention to physical and spiritual soundness. . . . There are forms of vice which are worse foes to learning than any disease which physical imprudence engenders. . . . For its own integrity, therefore, for the proper accomplishment of its end, the College must care for the spiritual condition of its students. . . .

I believe, in order to secure the best intellectual work, the College should seek directly the highest morality of its students. I believe that Christ and his words are the highest sources of virtue and spiritual life. For the sake, therefore, of the spiritual health of its students, to promote their virtue, to add to their amiability and teachableness, we would have the College distinctively and unequivocally Christian in its character. Never forgetting that its chief work is intellectual perfection, that it is not the church, but its auxiliary, we would have it, with the utmost charity for individual opinions, seek those instructors whose influence shall be on the side of Christ, and not against him, we would have it arrange, with even greater solicitude than it provides for physical health, appropriate exercises which shall tend to strengthen and increase spiritual life. Broad as the truth itself, the College should take no part in sectarian wrangles; it should be free from all denominational partisanship. Rather in the unity of the truth, which it is its aim to discover, it should receive with equal favor all who love the truth, whatever be their views concerning it. . . .

Religion is far more than the auxiliary of science or literature. Good morals are more than desirable aids to scientific investiga-

tion. Sound health we may consider as subordinate to mental culture, and to be sought as a means to a higher good, but we must not look at morality in this light. Morality is, indeed, an essential aid to culture, but to seek it simply for the aid it furnishes, is to destroy its power. Did the College take no other attitude with regard to Christianity and virtue than to seek them as needed restraints in the development of intellectual life, it would seek them in vain. Religion and virtue cannot exist as secondary or subordinate. If they exist at all, they must be supreme. . . .

Tell us not that knowledge is all we need, or that close discrimination and keen analysis are to be valued more than faith in high ideals and lofty spiritual endeavor. Virtue is ever the crown of humanity. Only through a loyal recognition of its superior claim can the highest education be secured and perpetuated. "To virtue knowledge" is the sentiment upon our College seal. May the time never come when the spirit of this institution shall reverse the order of these words and make knowledge first and virtue secondary. May he whose Spirit is the strongest inspiration to virtuous living, and whose Mind is the chief stimulus to mental culture, inspire all our efforts, so that the knowledge which is here acquired may be for His glory and the advancement of His kingdom. Him we would reverently acknowledge as our greatest Teacher, as our Supreme Authority. In Him we trust; to Him we dedicate this College; and to Him be the glory and the honor forever, Amen.

After President Seelye's address, the Reverend John M. Greene gave a brief biography of Sophia Smith, and expounded her idea and purpose in founding the College:

There never was, in Miss Smith's design of a college, any hostility to existing institutions for the education of young women. She aimed at a *real college*, where women should be educated, according to their nature and needs, in the most perfect manner. She intended to furnish something above and beyond the ordinary ladies' school, more generous and extensive in culture, more self-reliant and spontaneous in government, more home-like and natural in watch and discipline, more thorough and comprehensive in its instruction, with the greatest elegance and refinement in manners, delicacy and purity of taste, as well as benevolence and consecration of spirit, yet not unnecessarily restrictive and repressive, not gregarious. . . .

She would have this College create a new era in woman's educa-

tion, and always occupy the van to lead up the steeps of knowledge higher and explore the fields wider. Its spirit should be progressive. It should teach not only what has been discovered, but "such other studies as coming times may develop or demand for the education of women and the progress of the race."

His Excellency, Governor Gaston, then gave the congratulations of the Commonwealth:

I did not come here for the purpose of participating by speech in the exercises of this occasion, for I know that those who have devoted their lives to the cause of learning could better do it. But I did come here for the purpose of testifying, by my presence, that I look upon the establishment of this institution as an important event in the history of education in Massachusetts, and that I recognize the potent influence it must have on the cause of learning throughout the country. . . .

The education and elevation of woman are the natural result of the progress of Christian civilization. And especially, I think, it is quite natural and quite in accordance with the logic of events, that institutions like this should grow up in Massachusetts soil. I should not represent Massachusetts, unless I expressed my approval of it. . . .

The Reverend Andrew P. Peabody, S.T.D., as a representative of Harvard College, made the closing address, and said in part:

I will detain you by a very few words. But I wish to have it felt that education for man or woman has its prime importance in the quantity of mind, or soul, of character with which it endows the person educated. . . .

The least things, the ordinary work of everyday life, the common domestic duties which it is the office and privilege of woman to perform, are all made great and noble by whatever enlarges the mind and elevates the character. There is nothing of Latin or Greek, or classical learning, nothing of high mathematical, of æsthetic, or scientific culture, which cannot be absorbed into everyday life, which will not render the offices and duties of everyday life more pleasant, which will not make the woman more in every respect.

But here let it be said, that comparatively little is done for character, unless the character be conformed to the motto:

"To virtue add knowledge." This expresses the whole, — faith, Christian integrity, high Christian purpose, then knowledge. Knowledge is a valuable and precious addition; but without virtue and piety, there is no knowledge that is not less than half knowledge. And it is these alone that can give balance to mind and character, and that can make the man or woman a multiplier for every word and every deed, a multiplier on whose largeness and fullness the quantity and value of the life-work must depend.

But I have already occupied too much time at this late hour, and I would only express my earnest hope that the promise of this hour may be richly fulfilled, and offer congratulations and good wishes from our oldest seminary of learning, which I represent, to this new seminary just entering upon its career.

Whether the great expectations and promises of the inaugural and dedicatory addresses would be fulfilled was a question which few were disposed to answer affirmatively. To some they seemed absurdly pretentious. In a series of anonymous letters published during that summer in the *Northampton Journal* the writer thus addresses President Seelye:

To begin with, I remonstrate against your continuance in the position of a President of a female college. You are a masculine impertinence. I mean no personal disrespect. I only apply the logic of current ideas, together with my own knowledge of the fact that there are women who, as scholars and educators, are much more equal to it than you are. I say the same of Professor Josiah Clarke, though he is the most excellent of men and capable of teachers. The inexorable fact will not down, that he is not a woman. Both you and he are absurdly out of place at the head of a female college. . . .

Do what you will with the very limited means at your disposal, you can with difficulty take more than a second-rate position, and your subjection to the demands of the students, which cannot be escaped anywhere, is likely to put you even lower than that. In no respect have you the means to do what you propose, and the pretension with which you speak on the strength of the little with which you start, seems to me wholly unwarranted.

He objected still more strongly to the courses of study as unsuitable for women.

In the same newspaper, the letters of this anonymous critic were endorsed by a female physician, who criticizes the higher education of women on physiological grounds:

> Their nervous systems are wrecked by a process of stimulation for examinations, exhibitions, and prizes, and by a *régime* which ignores the great natural laws which make them, between the ages of fifteen and forty-five, essentially a separate and higher order of beings than men, destined for a purpose wholly feminine; and just so far does she fail in her subsequent years, as mother, to do her allotted work in contributing to the number of strong, healthy, well-trained, temperate, and well-mothered men.

The few girls who were bold enough to prepare for college were ridiculed often for their temerity, and found it difficult to secure in public schools the preparation they needed. One of the first candidates for admission to Smith writes: "One lady told me my father would have to buy my coffin before he did my diploma." Another from the same class writes: "The boys at the high school were so ugly to us girls who were going to college that they made life very disagreeable, and when no boys took Greek for a college course the principal would not start a class for the girls, and we found ourselves one year behind in Greek and had to hire the principal to tutor us all summer vacation."

The exclusive policy of the College caused much local dissatisfaction. With so little prospect of students the town apparently would not reap enough financial benefit to compensate it for its expenditure to secure the location of the College, and strong pleas were made to lower the standard of admission and to introduce courses more closely related to domestic life.

Notwithstanding these adverse criticisms and the lack of popular sympathy, the Trustees were not disposed to change their policy or to modify the requirements for ad-

mission. All applicants were rejected except those able to pass satisfactorily the examinations on the subjects required for admission to the First Class. Only fourteen were able to do this. They came from six states: Connecticut, Delaware, Maine, Massachusetts, New York, and Vermont. Their average age was eighteen — the oldest being twenty-one and the youngest sixteen. No applicants for advanced classes were received.

In arranging the routine of College exercises, it was decided to follow the prevailing custom of New England colleges — a short devotional service in the assembly hall every day, except Sunday, at a convenient hour before the regular classroom work. This service was designed especially to nourish and strengthen those spiritual faculties on whose soundness right conduct depends, and it was to rank equally in importance with other academic requirements. To lessen somewhat the antipathy which might arise toward a compulsory religious service, no monitors were to be appointed, but every student would be in honor bound to hand in a correct record of attendance at the close of each term, and to attend when there was no valid excuse for absence. It was hoped to free the service from a perfunctory character and to make it religiously attractive and helpful to all who participated in it.

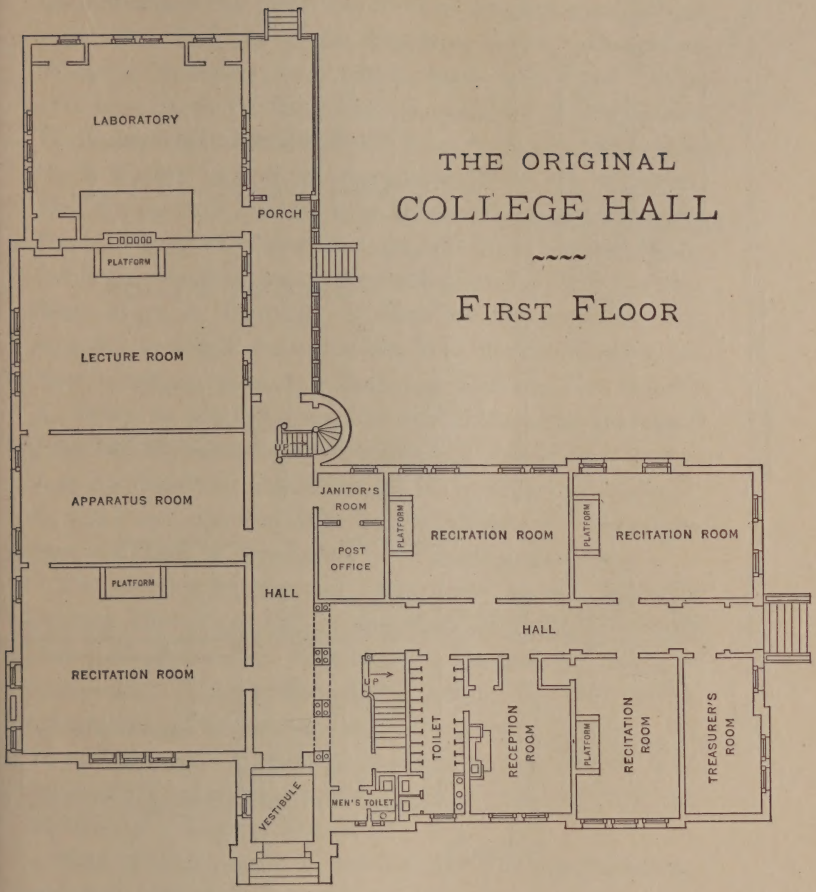
Valuable as such a service, if properly conducted, was esteemed to be, in promoting spiritual soundness, it was considered an inestimable aid to all members of the College — teachers as well as students — in the opportunity it afforded to emphasize their organic unity, to consider subjects of mutual interest, and to develop a strong and loyal *esprit de corps* as a potent factor in realizing the highest academic ideal. All that was expected of the service it proved to be; and many graduates and undergraduates

bore witness in after years to the worth of "morning prayers at Smith."

On September 9, 1875 — the day prescribed for the opening of the College — the students and Faculty assembled for morning prayers in the Social Hall at quarter before nine. The President presided, and the fourteen students already admitted occupied the front seats on the left while the resident members of the Faculty sat on the right of the center aisle. There were four hundred seats in the hall, and it seemed a long time before there would be enough students and teachers to fill it. The President sat alone on the platform and conducted the service. There was no choir. The Doxology was first sung in unison, with piano accompaniment played voluntarily by one of the students. After the reading of appropriate passages from the Bible, another hymn was sung; then prayer was offered by the President, closing with repetition by all present of the Lord's Prayer. In the short address of welcome which followed, the policy of the College was stated and the course of study outlined.

The first recitation was immediately after morning prayers, the second at half-past eleven, the third at four in the afternoon. Gymnastic exercises took place at five o'clock. Each student was free to arrange the intervening hours for study or recreation. Breakfast was at half-past seven, dinner at one, and supper at six. All were required to go to bed at ten o'clock. The "ten o'clock rule," as it was called, became the subject of frequent jokes and protests, but it added so much to the comfort and health of the students that for more than forty years they voted to retain and enforce it whenever its popularity was tested.

The Faculty was not an imposing body. Only three teachers had been appointed by the Trustees on an inde-

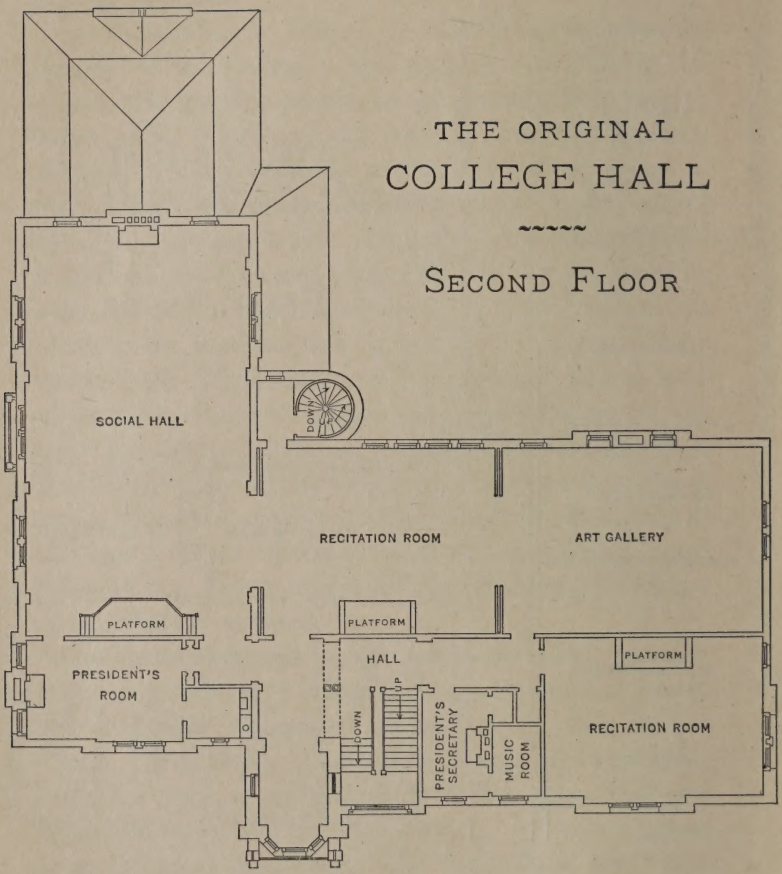


THE ORIGINAL COLLEGE HALL

First Floor

THE ORIGINAL
COLLEGE HALL

SECOND FLOOR



terminate tenure of office: the President, who in addition to his administrative work was to teach English and Biblical literature; Professor Josiah Clarke, a former principal of Williston Seminary, who was to teach Greek and Latin; and Miss Sarah W. Humphrey, a daughter of Dr. Heman W. Humphrey, a former President of Amherst, who was to teach history and direct the social life of the students. Her duties were analogous to those later assigned to the Dean. Other teachers were engaged as they were needed to fulfill the requirements of the curriculum for the first year: Miss Mary A. Hastings, of Hartford, Connecticut, was engaged to teach mathematics; Miss Maria Whitney, of Northampton, to teach French and German; Dr. Samuel A. Fiske, of Northampton, to lecture on physiology and hygiene; Professor John W. Churchill, of Andover, to lecture on elocution; the Reverend H. G. Jesup, of Amherst, to teach botany; and Miss Lucy D. Hunt, of Northampton — a pupil of Dio Lewis — to teach gymnastics.

The studies for the first year were: Greek: Homer's *Odyssey,* Herodotus; Latin: Livy, Books XXI, XXII, Horace's *Odes;* Mathematics: Algebra and Geometry; Botany; Ante-classic History; French: Grammar, and exercises in translation, Punctuation and Orthoëpy; Lectures on Physiology and Hygiene; Lectures on the Origin and Authenticity of the Scriptures; Lectures on the History and Method of Collegiate Education.

Most of the students were daughters of college graduates and had been well brought up. They were zealous for learning, and in hearty sympathy with the effort to make the scholarship of the College equal to that maintained in colleges for men; in fact, they were ambitious to make it superior, and were jealous of anything that might appear a concession to the inability of their sex. The requirements

for admission effectually served to keep out the indolent and the stupid, and those admitted were women who were eager to use to the utmost their educational advantages.

They may have been disposed to magnify their importance as pioneers in a new enterprise. As the oldest and the youngest class, they combined in one body somewhat of the verdancy of Freshmen with the dignity of Seniors. Fewness in numbers promoted familiar intercourse with each other and with their instructors. The traditional gap between Faculty and undergraduates did not exist. They met daily as intimate friends. When an invitation was given to attend an entertainment at Mount Holyoke Seminary in South Hadley, the entire College went over in an omnibus chartered for the occasion. The students and Faculty alike were hospitably received by the citizens of the town and were invited to their social entertainments. The undergraduates were free to attend any church and no attempt was made to change ecclesiastical preferences. They were welcomed by the churches, and they were expected to attend some church every Sunday, and not to violate nor offend the proprieties of Sunday observance in a New England town. While no rules were published to regulate their behavior, it was impressed upon them from the outset that the unwritten code of good society was to be observed as scrupulously by them as by well-bred women elsewhere. They soon became jealous of the reputation of a woman's college, and heartily coöperated with the Faculty in establishing social customs and traditions which soon gave it an individuality of its own.

At first a matron was appointed to take charge of the housekeeping, and a stipulated sum per week was allowed her, to provide the necessary service and food. The College paid all other household expenses. Miss Humphrey was to

regulate the social life; but that plan did not work well and was given up at the end of the fall term. At the beginning of the winter term, Mrs. Elizabeth J. Hopkins was appointed, at a fixed salary, to take the entire charge of the Dewey House, to engage the servants, to purchase all necessary supplies, and at the end of every month to present her bills to the President for auditing. After they were duly audited and approved, they were paid by the Treasurer.

Mrs. Hopkins was admirably qualified for the position. In her earlier life she had been a successful teacher in a school for girls. She was a good housekeeper; a woman familiar with the best social usages; and had a winsome personality. She soon succeeded in organizing the household as a private family in which she took the position of "house mother." Her character and influence are well expressed in the following memorial tribute, written after her death by one of the alumnæ:

> Mrs. Hopkins's official connection with the College covered those formative years when its reputation was still in the making and when college ideals for women were still tentative. In her, President Seelye, the College officers and students found a fruitful source of counsel. "Like quiet isles her duties lay," but her sense of that delicate thing we must call academic propriety could not be surpassed by the most aggressive representative of university training. To her strong influence in the life of the College campus must be attributed very much of that combination of sweet reasonableness and womanliness in Smith College students which has often won for them the honorable distinction of being the most ladylike of college graduates. It was a distinction dear to Mrs. Hopkins's heart and one that she most jealously guarded. To scholarship, to womanhood, she labored to add, for her dearly loved charges, the old-fashioned and rare qualities of the true lady.

The experiment in the Dewey House had set the standard and determined the regulations for future dwelling-

houses. Practical experience had shown that it was better to appoint at the head of each dwelling-house a lady competent to direct both the social and domestic life, and Miss Humphrey — after a trial of two years — felt that a separate department of social culture was superfluous, and resigned her position.

At the close of the first academic year, the Treasurer reported that the cost of the land, buildings, furniture, salaries, and current expenses had been paid thus far without encroaching upon the amount reserved for a permanent endowment. There was special occasion for gratitude at the preservation of the College funds during the robbery of the Northampton bank in January, 1876. Through an oversight of the robbers, about $80,000 in bonds were left untouched in a small safe outside the larger vault of the bank, from which over one million dollars in securities were taken, and the only loss the College suffered was in the temporary depreciation of its bank stock.

For the first time, the existence of the College was recognized by the Federal Government in an invitation to participate in the Centennial Exhibition of 1876. Plans of the campus and photographs of the buildings were accordingly forwarded to Philadelphia, and copies of circulars and addresses — giving the courses of study and the College standards — were sent for gratuitous distribution.

The actual work of the first year effected little change in public opinion; the College was still regarded with distrust and disfavor. During the year a letter had appeared in *The Nation* [1] maintaining that Girton College, which had just been opened in Cambridge, England, offered better opportunities for the higher education of women than could be found elsewhere. In reply, a writer who had visited both

[1] *The Nation*, XXII (January 27, 1876), pp. 58–59.

Smith and Girton had ventured to describe in the same journal the superior advantages of Smith in comparison with its English rival.[1] In a succeeding issue, the editor of *The Nation* apologized for publishing a letter in many respects so misleading, and added:

> In short, we must pronounce Smith College to be another small, feebly endowed, and insufficiently equipped college, added to the host of those which in all parts of the country are doing so much injury to the cause of the higher education in the United States. We would earnestly urge the friends of collegiate instruction for women to refrain from the expenditure of money in this way, and to devote themselves, if possible, to procuring for female students the benefits of the existing educational machinery, by creating, if possible, halls attached to the older universities, and obtaining a share in their instruction and the use of their standards, without resorting to the device called "co-education." The country does not contain the talent or learning necessary to man any more universities in the existing state of the profession. The older colleges know this well, and the new one should not pretend that they have discovered any hidden treasures.[2]

To outsiders the outlook of the College at that time was not encouraging. Two students had dropped out of the First Class, and only sixteen students were admitted in 1876. Nevertheless, the Trustees continued with no diminution of zeal or faith their preparations for the classes not yet admitted and not yet promoted. They took advantage of the local distrust to purchase, at more reasonable prices than were demanded when the College was first located, adjoining property on Green Street, not only removing some unsightly barns and outhouses, to the great improvement of the campus, but securing also additional sites for future buildings. Plans were drawn and contracts made for another dwelling-house which would be in readiness for

[1] *The Nation*, XXII (February 17, 1876), pp. 112–13.
[2] *Ibid.*, XXII (March 2, 1876), p. 145.

those who might enter in 1877. It was called the Hatfield House as a reminder of Miss Smith's native town. Eight thousand dollars were appropriated for philosophical apparatus, and a lecture room and laboratory were arranged under expert supervision for instruction in physics and chemistry.

As yet no appropriation had been made for books, partly because the students had free use of the well-selected Clark Library, and partly because Judge Forbes — already an old man, and one of the original Trustees of the College — had confided to the Treasurer and President his intention of bequeathing at his death a large sum of money for a library that would furnish unusual facilities for literary and scientific research, and had suggested the expediency of expending no more of the College funds than necessary for that purpose. More books, however, were immediately needed than the Clark Library — valuable as it was — could supply, and $4000 were appropriated to form the first reference library in the small room on the left of the north entrance to College Hall.

Courses of study in music and art were announced in the official circular, October, 1877:

> The study of Art and Music has been made, as will be seen by reference to the curriculum, a part of the regular intellectual work of the College. It is not an extra, and its cost is included in the regular tuition.
>
> An Art Gallery already has been furnished with casts of noted statues and several hundred autotype copies illustrating the different schools of painting. These are so arranged in alcoves as to present in epitome the characteristics of the best painters and the schools they represent.
>
> Lectures on the history and principles of the Fine Arts, and the works of the most celebrated musicians and painters, will be given to all the students, and practical instruction will also be furnished in Drawing, Painting, and Music to those who have the requisite talent and taste for it.

THE CAMPUS IN 1876

These practical studies in Art and Music are optional studies, but are as truly part of the collegiate course as the other optionals with which they are associated. No student, however, will be allowed to prosecute these studies who, in the judgment of the teacher, lacks the ability essential to success in such work.

There will be a thorough course in the science of Music, including a Review of Notation; Harmony — embracing modulation, knowledge of all chords, musical form and composition; Counterpoint; Canon; and Fugue.

This course will be accompanied by rehearsals, in which abundant illustration will be given of the principles of the art and the characteristics of the great masters. . . .

The practical work provided by the College in these æsthetic branches, will extend on an average through one term of each year. Should any student desire to prosecute her art or musical studies farther than is prescribed in the regular course of study, she can do so at her own expense, and at the ordinary price demanded for such instruction, provided that by so doing she does not neglect the other studies she has chosen.

One of the Trustees offered $1000 on condition that the Board would appropriate $4000 to secure photographs, engravings, and paintings for the art gallery. The offer was accepted, and another $1000 was given by another Trustee for the same purpose.

A large collection of Braun's autotypes was purchased and arranged on screens in the art gallery, and casts of some famous statues were procured. Leading artists in New York and Boston were interviewed to see if they would assist in forming a permanent exhibit of American art. They responded generously to the suggestion, and made such concessions in the price of their works that the art gallery was soon filled with an attractive and valuable collection. Mr. J. Wells Champney, an artist of repute, was engaged to come twice a week during six weeks of the fall and winter terms to give practical instruction, and a course of lectures upon sculpture and painting. Professor George W. Steele, of Hartford, and William N. Clarke,

of Northampton, were engaged to give higher instruction in music and to arrange recitals and musical entertainments.

It was soon discovered that, owing to the lack of any generally accepted standard of education for girls, there were a few women desirous of a higher education, who, although they had advanced beyond the entrance requirements in some studies, could not pass the required examinations in all. They were too old to reënter secondary schools and begin systematic work in some preparatory studies in which they were deficient.

The Faculty decided, therefore, to admit tentatively special students who could meet all the requirements for entrance except in Greek and mathematics, for which they might offer specified equivalents. No degrees would be given them, and they must maintain an average grade of scholarship.

The Trustees were most solicitous to secure a competent Faculty of instruction. The College funds were still too meager to provide resident teachers for all departments. By its proximity to Amherst, however, Smith had practically the advantage of being almost an annex to Amherst College, and its professors were ready to furnish additional instruction whenever needed. Professors were also obtained from Yale and Johns Hopkins Universities. The Trustees fully appreciated, however, the desirability of a resident Faculty, and as rapidly as they were able, appointed those who were likely to remain and give satisfactory instruction.

During the fall term of the second year, Professor Clarke's health failed, and in the winter term his illness became so serious and hopeless that he resigned his professorship. The Reverend Henry M. Tyler, pastor of a church in

Fitchburg, a graduate of Amherst, who had been classical instructor at Knox and Amherst Colleges, was appointed Professor of Greek and Latin to fill the vacancy. During the next year John T. Stoddard, Ph.D., who had just taken his degree at a German university, was appointed Professor of Physics; and Miss Bessie T. Capen — formerly in charge of the chemistry department at Wellesley College — teacher of chemistry. The following year, M. Stuart Phelps, Ph.D., was appointed Professor of Mental and Moral Philosophy; and Miss Heloise E. Hersey, teacher of English.

In May, 1877, an illustrated article in *Scribner's Monthly* gave a favorable report of the character and purpose of the College, and it may have been due, in a measure, to this fact that, at the close of the second year, there were more numerous applications for admission. The Faculty were gratified to find thirty-nine students prepared to enter at the beginning of the third year. The Hatfield House was filled, and it seemed imperative to build immediately another house. The next year, therefore, the Washburn House was built and named after ex-Governor William B. Washburn, LL.D., a Trustee and benefactor of the College. This house proved insufficient to accommodate an entering class of seventy-two — a cheering sign that the College was becoming more widely known and better appreciated.

For the first time a catalogue of the four college classes appeared in the official circular of October, 1878: First Class, 72; Second Class, 39; Junior Class, 10; Senior Class, 12; of this number 27 were special students. Twenty-one teachers constituted the Faculty.

The first Commencement began on Sunday, June 16, 1879, with the Baccalaureate sermon by President Seelye

in the First Church at four o'clock. On Monday evening there was a concert in the Social Hall by the Beethoven Quintet Club, under the direction of Professor Blodgett, and on Tuesday morning at ten o'clock the graduating exercises were held.

Instead of the usual orations and essays from the graduating class there was an address by President Eliot, of Harvard University, and a poem by Elizabeth Stuart Phelps.

A description of that first Commencement is preserved in the *Springfield Republican:*[1]

> Northampton has enjoyed a college commencement, and Smith College now has an alumna. And everybody is satisfied with the results of the long-anticipated anniversary — which culminated in the presentation of diplomas to the ten graduates yesterday noon. Other commencements may be more brilliant, but none can excite more interest among the friends of the College than this initial one. And yet it has been attended with as little of the traditional commencement "pomp and pride" as one ever meets with on such occasions. There was no street procession, no public examinations, no graduating essays, no white dresses, no announcement of scholarship rank, no award of prizes. But there was a beautiful hall filled with appreciative people and decked with flowers, an opening prayer by Rev. Mr. Leavitt, a magnificent oration by President Eliot of Harvard, a brief poem written by Elizabeth Stuart Phelps and read by Professor Churchill, orchestral music, the sound of the same familiar Latin which has from time immemorial welcomed the young men of our colleges to their degrees, and the final prayer by the president, a prayer which was unusually tender and appropriate, and then the whole was finished, in considerably less than two hours. . . .
>
> Nearly all of the Trustees were present and sat, with the Faculty on the platform, which was embellished with appropriate floral decorations, baskets of flowers being also hung from the cross-beams overhead. The class figures "'79," wrought in white and red rosebuds, were placed at the opposite end of the room, directly under the Sophia Smith portrait. Acceptable music was furnished

[1] For June 19, 1879.

by Coenan's orchestra from this city, who also were present at the Tuesday evening reception. The seniors sat in the front row of seats, and those of the audience seated in the recitation room faced the side of the platform.

President Seelye said in introducing President Eliot: "Two hundred and thirty-seven years ago the first Commencement of the first American college occurred at Harvard, when nine young men took their degrees. And it is eminently proper that to-day, on the first commencement of this college for young women, the president of the oldest college should address the graduating class of the youngest." . . .

A few extracts from President Eliot's address will show how the College was regarded by one of the foremost educators of the day:

I propose to use part of this brief hour, which your favor has put at my disposal, in directing attention, so far as I may be able, to some points on which the policy and management of Smith College are wiser, in my judgment, than those of other colleges for women, and a part in offering, with much diffidence, a few suggestions in regard to the future conduct of the institution. . . .

The college education of young women is an experiment the issues of which can be completely revealed only after the lapse of many years, or even of generations. . . .

In the interest of the race, young women who, by the natural or acquired superiority of their parents, have been raised above the immediate necessity of daily labor, ought to receive a liberal education, like young men selected in the same way, the best education of which they are physically and mentally capable. . . .

There are, however, dubitable dangers besetting the experiment of prolonging by several years what has hitherto been the common period of a girl's education, which prudence and skill may do much to avert; and it is in dealing with this class of dangers that the projectors and governors of Smith College seem to me to have shown more sagacity than has anywhere else been exhibited. . . . The chief danger to be dreaded is the danger to health. . . . Now, the precautions against injury to health which have been taken by the founders of Smith College seem to me more effective than have been taken in any other college for women. The divisions of the students into several households is greatly to be preferred to the opposite plan of bringing the whole establishment — teachers, students, and servants — under one

roof; because it secures to each student a reasonable degree of quiet and privacy. . . .

A grave evil threatens colleges for women; an evil which, if not overcome, will vitiate the whole experiment — I mean the evil of a low standard of requisition for admission, of instruction, and of attainment at graduation. The Trustees of this College took, at the start, the best measures to set and maintain a reasonably high standard; they prescribed an admission examination as severe as that of many respectable colleges for men; they decided to have no preparatory department; and they appointed men to all the professorships. . . . The original position of the College in this respect, as set forth in the addresses of Professor Tyler and President Seelye at the dedication of the building in 1875, seems to me as admirable as it was bold. . . .

Let me felicitate alike the government and the students of Smith College upon the effectual support which the first class of this year lends, by its members and character, to the sagacious and courageous policy which characterized this College from the start — no preparatory department, no instruction not of proper college grade. This institution had the honor of being the first college for women to adopt and hold fast to this policy. . . .

The experiment of giving a collegiate education to women is to be tried out here without being complicated with the social experiment of bringing scores or hundreds of young men and women into intimate relations in the same institution at the excitable age of eighteen to twenty-two. . . . The discussion about the best means of giving a collegiate education to women has sprung up, raged, and been settled in New England within the past twenty years; that the conclusion in favor of separate colleges for women has been so quickly reached is in large part due to the timely munificence of Matthew Vassar, Sophia Smith, and Henry Fowle Durant. . . .

To regulate and elevate the work of secondary schools for girls must be an important function of colleges for women for several generations to come. It seems to me, therefore, desirable that Vassar, Smith, and Wellesley should unite upon a common admission examination, in which all the studies proper to secondary schools for girls should be represented. . . .

I may now abruptly avow, as the result of my reading and observation in the matter of education, that I find recognized but one mental acquisition as an essential part of the education of a lady or a gentleman — namely, an accurate and refined use of the mother tongue. Greek, Latin, French, German, mathematics,

natural and physical science, metaphysics, history, and æsthetics are all profitable and delightful, both as training and as acquisitions, to him who studies them with intelligence and love. But not one of them has the least claim to be called an acquisition essential to a liberal education or an essential part of a sound training.

Nevertheless, I cannot but believe that the experience of a few decades will show that there is a natural fitness and preference on the part of women for certain subjects. . . . To discover and cultivate the special aptitudes of women, as distinguished from those of men, should be the incessant effort of the managers of colleges for women. I see with some concern that a rather reluctant admission is given to studies in art and music at Smith College. It seems to me that genuine instruction and serious practice in these subjects are all the more important for women because the fine arts cannot enter much into the education of the great majority of men. . . .

The Trustees of Smith College declare that it will be entirely undenominational in its management and instruction. That its students may attend church wherever their guardians please, and that no attempt will be made to change denominational preferences. . . . I understand, in short, that a Unitarian, Universalist, or Episcopalian student at Smith College is precisely as free and unmolested as a Methodist, Presbyterian, or Congregationalist. This is an admirable policy, worthy of the great orthodox Congregational denomination into whose hands the care of this college had naturally fallen. . . .[1]

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[1] It is interesting to compare this address with the following extracts from President Eliot's address at the inauguration of President Neilson, on June 13, 1918:

. . . It is no longer necessary for Smith College to provide proof that young women in good health can take a four years' college course without impairing their physical vigor, or that women can excel in the studies which formerly made up the prescribed course in colleges for men, or that separate colleges for women are to be preferred to colleges for men and women together, or that a broad elective system is even more advantageous to young women than to young men. These questions are settled now, and are no longer discussed. They were not settled in 1879, when the first Class graduated. The Trustees and Faculty of Smith College under the leadership of their new President will be able to devote their attention to the improvement of instruction and the promotion of scholarship within the institution, and to contributing to build up a greatly strengthened American system of public instruction.

. . . I think it must be an abundant source of satisfaction in working for

After President Eliot's address, the poem by Elizabeth Stuart Phelps was read by Professor J. W. Churchill, of Andover.

VICTURÆ SALUTAMUS

Shall we who are about to live
  Cry like a clarion on a battle-field?
  Or weep before 'tis fought, the fight to yield?
Thou that hast been and yet that art to be
  Named by our name, that art the First and Last
  Womanhood of the future and the past!
Thee we salute below the breath. Oh! give
To us the courage of our mystery.
  . . . Pealing the clock of Time
  Has struck the Woman's hour. . . .
  We hear it on our knees. For ah! no power
Is ours to trip too lightly to the rhyme
Of bounding words that leap the years
Ideal of ourselves! We dream and dare.
  Victuræ salutamus. Thou art dumb.

The degree of A.B. was then conferred upon eleven members of the graduating class by the President in a Latin address, and the exercises closed with prayer by the President.

The first Commencement completed the traditional

Smith College as president, trustee, or teacher that the College sends year by year into American society a stream of young women well-fitted to be the equal mates and effective comrades of pure, vigorous, courageous, reasoning, and aspiring young men. The future of the American state depends on the future of the American family. The quality of any nation's civilization is best exhibited in the way it treats women. Democratic America accepts Emerson's definition of marriage — "a tender and intimate relation of one to one" — and adds the principle of equality between husband and wife. There is no such thing, of course, as equality in natural gifts; but approximate equality in respect to educational advantages can now be secured for daughters by thoughtful parents, or the daughters themselves. The colleges for women contribute largely to the establishment in practice of that educational equality; and therefore a great future lies before them. (*The Inauguration of President Neilson* [Northampton, 1918], pp. 25, 26 f.)

procedure of an American college. Four classes characteristic of collegiate education in the United States had been formed and taught according to the courses of study in the published curriculum. The experience of four years had demonstrated that women were able to take a full collegiate course as successfully as men. The professors from Amherst who had given instruction to classes at Smith affirmed that the average scholarship of the young women was higher in the same studies than in the Amherst classes. More restraints were needed for the diligent than coercive stimulants for the indolent.

The health of the students had not been impaired. All of them were as well and most of them stronger physically than when they entered College. There had been neither death nor serious illness among them, nor had they grown apparently less womanly or less winsome as the result of a higher education.

Notwithstanding the fact that the teachers had been inadequately paid, they remained loyal to the College and had accepted lower salaries than they could secure elsewhere in order to contribute to its success. The students appreciated the inadequacy of its endowment and had borne without murmuring certain deprivations which the poverty of the College necessitated. Without this self-denial and loyalty of Faculty and students, the College could not have maintained its standing.

The Mary A. Burnham School had been started in Northampton as a preparatory school, and similar schools were planned elsewhere to meet the requirements which had been made for preparation.

The funds of the College had increased. The total sum which the Trustees received from the estate of Sophia Smith in the final settlement was $393,106.60, and an addi-

tional $25,000 had been paid by Northampton to meet the conditions of the will. There had been expended for real estate and buildings, $223,490.76. This amount included the cost of the campus, College Hall, of the President's house, and of the four dwelling-houses: — Dewey, Hatfield, Washburn, and Hubbard. There had been expended for the library, art, and scientific collections, $18,380.91, and for maintenance and instruction, $75,310. The assets of the College on June 10, 1879, amounted to $541,708.42; the par value of the invested funds on this day was $299,836.75. At the close of the first four academic years, the outlook for the College was more encouraging.

CHAPTER III

1879–1889

An entering class of ninety-two in 1879 — making the total number of students two hundred and two — gave additional encouragement to the President and Faculty. The Hubbard House, named in honor of George W. Hubbard, was completed at the beginning of the academic year, and was immediately filled. The same year, a temporary wooden gymnasium was built where Lilly Hall now stands. The lower story had a bowling-alley and music rooms for practice. In the second story, there was a hall with gymnastic apparatus and a stage for dramatic exhibitions. The apparatus was given by the alumnæ.

Hitherto matters relating to the courses of study, the erection of buildings, the laying-out of the campus, the engagement of teachers, and the manifold details of the domestic, social, and academic life had been referred to the President for ultimate decision. He taught also classes in English and Biblical literature and officiated at morning prayers and vesper services. Overwork inflicted the usual penalty, and he was constrained to go South for needed rest during the latter half of the winter term of 1880. The academic work was continued as usual during his absence by the Faculty, except that, in consequence of a case of scarlet fever in the Hubbard House, the students were dismissed ten days earlier than they otherwise would have been and the time lost was made up by an earlier opening of the spring term. It was the first experience the College had had of that character, and arrangements were then

made for the immediate isolation of students suffering from contagious diseases.

The expansion of the College appears in the gradual differentiation of the departments of instruction. This year, the Latin was separated from the Greek, and the French from the German. In the departments of Greek, of German, of mental and moral philosophy, of chemistry and physics, of history and political science, of music, of rhetoric and Anglo-Saxon, of botany, and of mathematics — there were resident teachers on indeterminate appointments. Frau Marie F. Kapp was appointed in 1880; John B. Clark, M.A., and Eleanor P. Cushing, M.A., were appointed in 1881. Miss Cushing was the first representative of the alumnæ on the Faculty.

In Latin, French, German, mathematics, gymnastics, elocution, physiology and hygiene there were resident teachers on annual appointment. The instruction in astronomy, geology, history, biology was still given by professors of Amherst and Johns Hopkins. The advantages of resident teachers were fully appreciated by the Trustees, and, as rapidly as the funds at their disposal would permit, they endeavored to secure them. The President refers to the matter in his annual report:

> I consider the College remarkably fortunate in being able to supply so well its own deficiencies from a neighboring institution. In my judgment, however, the time has already come when the different departments should be filled as speedily as possible by resident permanent teachers.
>
> There is a great gain in having teachers whose interests are thoroughly identified with those of the institution in which they teach, and while I think it a wise economy to secure teachers from other colleges in those studies which may not extend beyond one term in a year, or in brief courses of lectures, I consider it very important to have a faculty large enough to carry forward the main work of the College without outside help.

Among the men and women on the Faculty no discrimination in rank or tenure of office was made on account of sex. The title "professor" was not at first given to the women, because most of them preferred not to receive what seemed an absurd and pretentious appellation, which had been retained, apparently, for men only by force of an ancient tradition. In the earliest official circulars, the women were designated simply as teachers, but it proved a needless and vain attempt to emphasize feminine distinctions and was not long continued. With the increasing opportunities for higher education, it became less difficult to find women competent to give collegiate instruction, although marriage made their tenure of office more uncertain.

Affiliated schools of music and art are first announced in the official circular for October, 1880:

> The Trustees of the College have established, in connection with the other Collegiate Departments, a School of Music. The aim of this School will be to provide the best facilities for students who desire to pursue any branch of music, practical or theoretical.
>
> Candidates for admission must be at least sixteen years of age, and, in addition to the following studies in Music, they will be obliged to furnish evidence, by examination or satisfactory certificates, that they have completed a course of study equivalent to that required for graduation from a standard High School. They will be expected, unless excused by the Director, to take at least one collegiate study under the direction of the Faculty, and they must prove, by preliminary examination or otherwise, that they are fully prepared to pursue it with the class which they enter. Students sufficiently mature, who have attained such a degree of general culture as to justify it, can devote their entire time to musical study....
>
> The Trustees have also established a School of Art, with the design of furnishing, both to members of the College and to special students, an opportunity for the progressive study of Drawing, Painting, and Sculpture.
>
> The privileges of the School are accorded to all regular students

of the College. Special students will be admitted if they are sixteen years of age, and have pursued courses of study equivalent to those required for graduation from a standard High School. They will be expected, unless excused by the President, to take, under the direction of the Faculty, at least two collegiate studies in those branches which they are qualified to pursue.

Professor Benjamin C. Blodgett, who had been the director of a music school at Pittsfield for several years, was appointed Professor and Director of the School of Music. The arrangement with Professor Blodgett was peculiar, and in the end proved a source of serious misunderstanding and embarrassment. He was granted the maximum salary of a professor and three quarters of the gross income derived from the fees for musical instruction, out of which he was to pay his assistants, who were appointed by himself subject to the approval of the President.

Professor John H. Niemeyer, of the Yale Art School, was engaged one day every week to direct the Art School. Courses of advanced instruction were arranged so that students who completed them satisfactorily might take a degree in music and a certificate of proficiency in art.

At first the musical work was carried on in the different dwelling-houses, in College Hall, and in the lower story of the College gymnasium. The bowling-alley was converted into music rooms in order to provide additional accommodations, but the noise of so many pianos in adjacent rooms became exceedingly troublesome.

The art work was crowded into inconvenient studios in the attic of College Hall. There was urgent need of separate buildings for music and art instruction, and subscriptions of about $8000 had been secured, when Mr. Winthrop Hillyer, a citizen of Northampton who had retired from active business and had become much interested in the art gallery, offered $25,000 for an art building, provided the

money raised for that purpose could be used to increase the art collection. He subsequently added $5000 to his original gift.

His offer was a complete surprise. No one supposed he was interested in the College or in art, and no one had solicited from him financial aid. It was a small sum for such an object, but it was the largest gift which Smith had received since Miss Smith's original bequest and was a welcome omen of future benefactions. The Hillyer Art Gallery was finished in the summer of 1882, and soon contained a valuable collection of representative works of the best American artists and casts of ancient and modern sculpture.

Mr. Winthrop Hillyer died suddenly in April, 1883. He left no will, but among his papers was found an unsigned bequest of $50,000 to provide a permanent fund for the increase of the College art collection. The unsigned paper had no legal validity, but his brother and sister, Mr. Drayton Hillyer and Mrs. Roland Mather, his legal heirs, with scrupulous generosity gave the entire $50,000 in accordance with the bequest.

The Trustees were less fortunate in a music building. Only about $5000 were secured for it by subscription, but the need was so urgent that Music Hall was built in 1883 at a cost of $23,978 on land secured by the purchase and removal of two small houses adjoining College Hall, whereby some unsightly features of the campus disappeared.

The same year Mr. Rodney Wallace gave $5000 as an aid fund for indigent students, and additional gifts were received from other Trustees to increase the art collection. The reference library, which had outgrown the space first allotted to it, was transferred to the larger room from

which the art collection had been taken, and additional appropriations were made for its increase.

The financial condition of the College was more encouraging. According to the Treasurer's report, the market value of the endowment fund in 1881 was $350,067 — the par value, $301,530.05. The total assets, including additional investments in real estate, furniture, art collection and scientific apparatus, library and cabinet collection, amounted to $643,686.43. The College had paid for salaries and expenses during ten years from 1871 to 1881, $157,820.22, and it had no debts. If to this amount the market value of the art collection were added, the College could have returned to Miss Smith at the end of ten years all it had originally received and still possess its buildings, its real estate, its educational appliances, and its academic history.

To prevent an increase in the proportion of special students, greater restrictions were placed upon their admission as announced in the official circular of 1881–82:

> Students not candidates for a degree will be admitted for special courses of study in connection with the regular classes of the College, and, if they complete four years of satisfactory study, will receive certificates from the Faculty. All candidates for such courses must be at least seventeen years of age, and must meet the same requirements for admission as the regular students, though an equivalent may be offered for one (and only one) of the three branches, Latin, Greek, and Mathematics.
>
> Certificates upon these courses are not accepted; and students offering such an equivalent should be prepared to pass an examination upon it.
>
> Special students will not be admitted in such numbers as to interfere with the regular work of the College.

More stringent regulations were made in reference to the acceptance of certificates for students entering the regular

classes, and the following rules were adopted in reference to advanced degrees:

The degree of MASTER OF ARTS is conferred on Bachelors of Arts who have given evidence of satisfactory progress in liberal studies since graduation. This degree is open to —

(a) Graduates of at least two years' standing, who have pursued, for one year, a course of advanced study in Smith College, under the direction of the Faculty.

(b) Graduates of at least three years' standing, who, by special examinations, printed essays, or other proofs of scholarly work, give evidence of at least one year, spent in liberal (and non-professional) study.

The degree of DOCTOR OF PHILOSOPHY is conferred on Bachelors of Arts (this degree implying a course of undergraduate study equivalent to that at Smith College) who have pursued at Smith College for at least two years a course of liberal study in Departments approved by the Faculty; have passed a satisfactory examination upon that course; and have presented a thesis giving evidence of original research, and scholarly attainment.

At the request of the alumnæ, who gave the gymnastic apparatus according to the specifications by Dr. Sargent, of Harvard University, all the students were subjected to substantially the same physical tests and measurements required of the young men under his instruction. The teacher employed for that purpose reported that "it was the healthiest body of young women she had ever had anything to do with, and contrary to her expectations she had found, as the classes advanced, there was a steady improvement in their physical condition."

Confirmation of this statement is given in the President's Report for 1882–83:

It is now eight years since the College opened. During that period only one death has occurred among the 500 students, and in that case the student had the seeds of a fatal disease when she entered and only remained in the college ten weeks. Careful inquiries have been made concerning the health of the graduates, and so far as I have been able to learn none have thus far suffered

any physical injury from their college work. . . . In many instances there has been remarkable improvement in health.[1]

In the same report reference is made to the religious condition of the College:

The prevailing atmosphere of the College is decidedly Christian. There is little religious constraint in the form of positive regulations. Students are expected to attend morning worship every

[1] In this connection, it is interesting to quote the following paragraphs from the *Smith Alumnæ Quarterly* of May, 1921, p. 228:

We knew we were the biggest, we hoped we were the greatest, but we had no idea we were the safest college for women — those last two adjectives are quoted from discerning alumnæ — until a study on "Mortality Rates of College Women" came to our hand the other day.

The facts for Smith College are very surprising, indeed. The death-rates are lower than those for Vassar or Wellesley, but the difference is most marked in the age period 45 to 54, where the rate, 3.54, is less than one-half that for Vassar. In view of these findings, additional effort was made to certify to the accuracy of the data. Every possible channel was employed to discover unrecorded deaths. Letters were sent to each of the class secretaries from 1879 to 1895, which included the graduates who would be in the age period in which the extraordinary low death-rate occurred. Replies were received from each one of these secretaries and the record of only one additional death was obtained. There was no deceased member in the class of 1883 out of a total of 49 graduates. We quote here the reply received from the secretary of this unique class: "None of the 49 graduates of the class of 1883 has died — a record unequaled so far as I know in any class of men or women." This fact was further corroborated by emphatic statements from other members of the class. Another secretary certified to the record of only one deceased member in her class. Others confirmed our findings to the letter. In spite of the exceptional character of these figures for Smith College, we present them herewith with the assurance that they represent the truth as far as this College is concerned. It must be realized that the number of years of life exposed in the age period 45 to 54 is comparatively small. The death-rate is, therefore, subject to the error arising from small numbers. The number of years of life exposed for Smith College at this age period is only half that of Vassar. The Vassar experience started with the first class graduating in 1867, and for Smith and Wellesley Colleges, the first alumnæ graduated in 1879, which gives a much larger proportion of graduates for Vassar who have reached the higher age periods than for either of the other two colleges studied. But in view of the consistently lower death-rate in Smith for every age period, there is suggested the possibility that the differences in the figures represent real differences in the vitality of the graduates of the three colleges studied.

day except Sundays in the Social Hall. Sundays they have family worship in the different dwelling-houses, and attend the churches to which their denominational preferences may incline them. There are also Bible classes and religious meetings which they conduct themselves. Many of them are helpful in the churches of the place, teaching in the Sunday Schools, assisting in the choir, and in various benevolent operations, and a mission school in the outskirts of the town is conducted almost entirely by their efforts. Some of those who have already graduated have gone into mission fields and others are giving efficient aid to Christian work. The Sunday School lessons which are perhaps most extensively used throughout the land have been, during the last year, mainly edited by one of the graduates of the College.

A vesper service every Sunday afternoon was started in 1879, and proved so profitable that it became an established custom.

Mr. Justin Smith, who died in 1883, bequeathed to the College half of the estate adjoining the Stoddard House, opposite the Art Gallery, on condition that his sister, Mrs. Tenney, should have the use of it during her life, and after her death the property should be devoted as far as possible to the aid of indigent students. The appraised value of the property was about $7000.

The year 1883–84 was one of the most disastrous in the history of the College in reference to its teachers. Just before the opening of the fall term, Professor Moses Stuart Phelps accidentally shot himself while hunting in the Maine woods. He was a man of rare intellectual endowments and attainments, and an inspiring teacher. At the same time, the sadness of the College was increased by the drowning at a seaside resort of a much-beloved undergraduate — the only death thus far among the regular students. Miss Hersey, teacher of English and Anglo-Saxon, Miss Ellis, teacher of rhetoric, and Miss Hoppin, teacher of biology and botany, resigned their positions.

Four valuable teachers were thus taken from the Faculty within a few months. Miss Mary A. Jordan, M.A., of Vassar College, was appointed to fill one of the vacancies, and the others were filled temporarily for the remainder of the year.

Hitherto no degree had been given to special students. They had been required to pass the same examinations for admission as the regular students, except in the classics and mathematics, for which they might offer specified equivalents, and they had to maintain as high a grade of scholarship. Some of them had pursued with credit courses of study for four years, which elsewhere might have entitled them to a degree. To secure more coherent and less desultory work the Faculty

> Voted that the Trustees be requested to authorize the Faculty to establish courses of study in literature and science and to permit them to recommend to the Trustees for the degree of B.L. and B.S. such candidates as may satisfactorily complete such courses of study.

Their request was granted, in the hope that the prospect of a degree would be an incentive to take a four years' course and would increase the number of desirable students. Candidates for admission to these courses were required to pass the same examinations as the classical students, except in the classics, for which an equivalent in French and German might be substituted. This equivalent was carefully planned so that it would require as much time and study as its classical alternative. No diminution was made in the prescribed studies for the classical degree. These studies had been steadily advanced since the opening of the College so as to keep pace with the requisites for admission in the colleges for men.

In the year 1884–85, the number of students in the First

Class was 82, in the Second Class 62, in the Junior Class 50, in the Senior Class 45, graduate students 2, Music students 39, Art students 14, a total of 296; of this number 48 were special students. Notwithstanding the smaller number of students in the First Class, the requirements for admission were increased, according to the following statement in the official circular:

> Beginning with the examinations in June, 1886, outlines of Greek history (to the death of Alexander) and of Roman history (to the death of Marcus Aurelius) and Otto's French Grammar (through irregular verbs) will be required for admission.

Additions were made to the Faculty by the appointment of H. Norman Gardiner, M.A., as instructor in mental and moral philosophy, and Miss Ludella L. Peck, instructor in elocution and gymnastics.

With the growth of the College, the students had become less homogeneous. Its graduates were making it popular. They were living witnesses to the fact that the College was a place where women had not only a first-rate mental training, but also a good time without injury to health, manners, or morals. More parents perceived it was a good place for their daughters, even when a college education was not desired as means to a livelihood. Every year there was consequently a larger proportion of students who were perhaps more inclined to amusement than to study; but most of these applicants, it should be said, were gradually changed by their environment and intellectual atmosphere so that they became good scholars. Their original predilection, however, tended to increase the College festivities and sports, and greater vigilance was necessary to maintain the College standards, when nearly one half of the students lived in off-campus houses. Some of the ladies in charge of these houses were dependent upon the students for their

own livelihood and were more fearful of giving offense by enforcing strictly the unwritten College code.

To remedy the trouble, those in charge of the campus houses and the teachers living with them were constituted a committee to advise and direct all College entertainments. By their advice a leaflet was printed for general distribution containing the most important regulations, which the off-campus houses were required to enforce in order to retain their places on the list of approved dwelling-houses.

In the President's Report for 1884–85, the formation of students' clubs is noted:

> The students have voluntarily formed a number of associations for cultural improvement and for helping the outside world. They have various reading and literary clubs which meet and discuss noted authors, and there is a large and enthusiastic scientific club which was favored by the presence of Mr. Burroughs in the spring. For several years there has been a flourishing missionary society conducted by the students representing nearly all the religious denominations in the College, and every year it is enlarging the sphere of its operations. During the last year it has provided for the education of several women among our Indian tribes and in foreign countries. Various literary and musical entertainments have also been provided for the factory girls of the city.

The house opposite the President's house, — purchased in 1880 subject to a lease that expired in 1885, — was converted into a College dwelling-house in 1884, with accommodations for twenty students and was called the Stoddard House, as it was originally the home of that noted family.

At the beginning of the year, Mr. Alfred T. Lilly, a manufacturer in Florence, offered $30,000 for a scientific building on the condition that the Trustees would pay him during his life, or his wife during her life should she survive him, semi-annually the sum of $900. This offer was unex-

pected. Mr. Lilly had been frankly outspoken in opposition to some Christian doctrines, and it was naturally supposed he would have little interest in an institution of a distinctive Christian character. He was, however, a firm believer in the higher education of women and in the value of scientific study. His offer was accepted, and he afterwards added $2380 to his original gift as a scholarship for two students and $600 for scientific books. His gift was not announced until the dedication of Lilly Hall, June 22, 1886, when a tablet was uncovered with the inscription:

THE GIFT
OF
ALFRED THEODORE LILLY
TO TEACH
THE TRUTH IN NATURE

How Mr. Lilly came to make his gift he stated in his address at the dedication:

All of you who have a love for studying cause and effect may be glad to learn how it was that the present event was brought to pass. Two years ago I became acquainted with the needs of Smith College. The scientific department lacked the facilities to enable the institution to afford that full and complete scientific education desirable. It was through the President of the institution that I obtained in a free-and-easy conversation this knowledge, as we were seated in a car taking us from Springfield to Boston. I think that the President was moved to open up the subject more to keep up a waning conversation than to accomplish the object of his journey. He let it appear that the College was in great need of a building, which should be complete in all its appointments, to enable students to obtain a full and complete scientific education. He wanted facilities which would enable him to bring the students in direct contact with nature — to learn its truths, believing that the result would be a lasting benefit to mankind....

My most intimate friends will readily see that the President had presented a theme, and in a manner, that found a ready response in my own mind. The President let it appear that the

pecuniary condition of the College would not allow the Trustees to make the necessary expenditure; and hence they must find some person of means who was willing to aid them with a gift of sufficient amount to secure the object; that he was then making a journey to New Bedford for that purpose. On parting, I expressed my sympathy in the work in which he was engaged, wishing him most heartily success in his undertaking. One year had passed away. I inquired of the President as to what success he had met with in securing funds for the building he wanted. The answer was, that he had not met with any success; and, further, he had not met with any person who expressed such interest in the enterprise and sympathy with him, as myself — and somehow it seemed to me that he was seized with the idea that the expressed interest was of itself sufficient to enable me to furnish the necessary means required, and — what is strange in the matter — made me believe it.[1]

The dedicatory address was made by Professor J. P. Lesley, of Philadelphia.

During the same year, 1885–86, two of the Trustees gave funds for the erection of an observatory and the purchase of astronomical instruments. A memorial tablet in the building bore the inscription:

THIS OBSERVATORY
WITH ITS APPARATUS IS
A TRIBUTE OF AFFECTION TO
HENRIETTA CHAPIN SEELYE
AND
SARAH TAPPAN WILLISTON
BY THEIR HUSBANDS A.D. 1886.

The observatory was provided with a steel movable dome, a telescope with a glass between eleven and twelve inches in diameter, transit instruments, chronometer, clock, and various astronomical appliances selected by Professor Todd, of Amherst, who was then teaching astronomy at

[1] *Memorial to Alfred Theodore Lilly* (1890), pp. 21–22.

Smith. A permanent teacher in astronomy, and additional instructors in physics and chemistry, were now appointed. In Lilly Hall the departments of physics and chemistry had for the first time separate laboratories, and commodious rooms for their scientific apparatus.

When the New England Association of Colleges and Preparatory Schools was organized in 1885, the colleges for women were admitted on equal terms with the colleges for men and were brought into closer relations with the preparatory schools. Smith actively coöperated with other colleges in securing greater uniformity in the requisites for admission; in the methods of entrance examinations; and in the applications of the certificate system. That system was thoroughly discussed at the first special meeting of the Association, June 7 and 8, 1887, and it was the prevailing opinion that on the whole the system was beneficial.

To lessen the diversity of requirements, an appeal was made by the New England Association of Colleges and Preparatory Schools to the Association of Colleges in New England to appoint a committee "to try to unite all the New England colleges in the establishment of a Commission on Admission Examinations, each college to appoint one member of the commission." That committee was appointed on the 28th of October, 1885, and letters were sent to the Faculties of all the New England colleges inviting them to unite in forming such a commission. The colleges which accepted the invitation were: Amherst, Boston University, Brown, Colby, Dartmouth, Harvard, Smith, Trinity, Tufts, Wellesley, Wesleyan, Williams, and Yale, and in September, 1886, the commission was organized by the delegates of the colleges, and the constitution and rules were adopted.

The character of the commission is stated in the following rules of its constitution:

1st. This commission shall be constituted by the appointment of one delegate from each college to serve for three years. . . .

2d. The functions of this commission shall be to consider and recommend to the several faculties such measures as the commission may deem expedient to maintain and promote uniformity in the requirements for admission to college.

3d. Full liberty of action is reserved to each faculty on all proposals made by the commission.

Professor H. M. Tyler was appointed as the first delegate of Smith to this commission, and the decisions and recommendations of the committee had great influence henceforth upon all the New England colleges.

In his Annual Report for 1887–88 the President pays the following tribute to two of the Trustees:

Since last we met, death has taken from us two of the most honored and beloved members of this Corporation. William Barrett Washburn died suddenly at a meeting of the American Board in Springfield on the 5th day of October. George Warner Hubbard died at his former home at Hatfield after a long and painful illness on the 28th day of April. Each of these gentlemen had been intimately associated with this institution from its beginning. They were among those originally appointed by Miss Smith in her last will; — their names appear in the act by which Smith College was incorporated, and until their death they were among our most active and influential members. Ex-Governor Washburn brought to our aid a mind unusually well trained in the management of great affairs. Although often heavily burdened with public and private trusts, he was rarely absent from our meetings, and in these his clear discrimination and executive ability were strongly felt. The perspicuity, force, and courtesy with which his opinions were stated we cannot soon forget. He was preëminently a wise counselor, unusually qualified by his talents and experience to administer educational trusts. He was always a firm friend of the College, aiding it by generous contributions during his life, and leaving to it in his last will a bequest of $5000.

Mr. Hubbard at the first meeting of this Corporation was

chosen Treasurer, and every year was reëlected with no dissenting voice to the same office. As a treasurer he was conservative, opposed to financial risks, careful, painstaking, and of scrupulous integrity. In his hands every one felt the College funds were safe; and their greatly enhanced value is one of the best evidences of his trustworthiness. He was a man of few words, but of clear thought, sound judgment, and his counsel generally accorded with the best interests of the institution which he served with conscientious faithfulness. He also gave generously to the College during his life, and at his death bequeathed to it the bulk of his property, amounting to $65,000, on condition that his wife should receive the income of it during her life.[1]

The Art Gallery was enlarged in 1887 through the generosity of Mrs. Roland Mather and Mr. Drayton Hillyer, who contributed $10,000 for that purpose. The facilities for the study of art were increased by the permanent appointment of Mr. Dwight W. Tryon as Director of the Art School and the addition of important works of art. The Century Company gave the College a valuable collection of original sketches made for the *Century Magazine*, as a token of their interest in the artistic work of the College and in recognition of the fact that Dr. J. G. Holland — one of the original founders of that periodical — wrote his first published poem while in the service of Judge Dewey, whose homestead occupied the site of the Hillyer Art Gallery.

At first, the College depended for medical advice upon the male physicians in the city, as it was difficult then to find women of equal scientific attainments in the medical profession. The time had come when graduates of the College could supply this deficiency, and Dr. Grace A. Preston, of the Class of 1882, was appointed in 1887 the first College physician. Her medical ability and personal character soon won the entire confidence of the Faculty

[1] Mrs. Hubbard died May 11, 1894.

and students, and she was recognized by the male doctors of the city as a practitioner of equal rank. Unhappily, after a few years of service, tuberculosis forced her to resign her position and go to Colorado, where she died in 1896. Her classmates and friends established a memorial fund to purchase books for the Department of Physiology and Hygiene.

In 1888, J. Everett Brady, Ph.D., — a graduate of North Carolina University and for six years a student at the University of Heidelberg — was appointed teacher of Latin language and literature.

In view of the increasing interest of the alumnæ in the College and their generous contributions to it, the President recommended that they be permitted to select candidates to fill three vacancies on the Board of Trustees. Accordingly the Trustees voted, June, 1888 —

> That the Associated Alumnæ make three nominations for Trustees: one for three years, one for two years, and one for one year; and present them for consideration at the next annual meeting of the Board.

The alumnæ accepted the offer and nominated Mrs. Charlotte Cheever Tucker, of the Class of 1881, for three years, Mrs. Kate Morris Cone, of the Class of 1879, for two years, and Miss Anna L. Dawes for one year. These nominations were accepted by the Trustees and the candidates were duly elected for the time specified. Miss Dawes, although not a graduate of the College, was a woman of unusual ability — the daughter of Senator Dawes — and much interested in the collegiate education of women.

The Wallace House, named in honor of Mr. Rodney Wallace, a Trustee and a generous contributor to the College, was built in 1889. The same year two important purchases of real estate were made, including a portion of

the Stoddard lot and the entire property known as the Clark estate on the north of the College campus. The lease on the old house next to the Art Gallery, which had been previously purchased, now expired, and it was temporarily converted into a residence for the physician and an infirmary.

The tuition in the Art School for art students was made the same as in the College, and five scholarships of $50 each were established to aid deserving art students.

A valuable collection of birds was given by Mr. Damon to start an ornithological collection.

The following extract from the President's Report for 1888–89 shows the growth of the College:

> The first class which graduated from the College meets this year for its decennial. All the members of the class are living, and are in influential positions either in their own homes or in important schools. The class numbered only 11 at graduation. It returned to find that the students of the College have increased forty-fold. The College is no longer an object of ridicule or of compassion. It is strong in public confidence, in the devotion of its alumnæ, in the work it has accomplished, and in the facilities it possesses to do still better work in the future.

CHAPTER IV

1889–1895

THE alumnæ were rapidly becoming an important factor in the development of the College, and the President in his Annual Report for the year 1889–90 refers to their work:

This year closes the fifteenth year of our academic life and is signalized by the presence for the first time of our alumnæ as members of this board. When the College was started, the question was frequently asked, "What will you do with your highly educated women?" It has not been difficult to find employment for them. The majority of them have followed the usual course which women have pursued for many centuries, and have taken their positions as heads of households, where they are exercising an influence which it would be impossible for us to estimate. Others have become teachers, and are doing successful work in various schools and colleges both in this land and in foreign lands. Others have become authors, and are engaged in literary work. Several are practicing medicine, and are successful physicians. I know of none who have become lawyers or preachers, but I do find that, in their effort to secure wise legislation and to promote the religious life of our churches, they are exerting a wide influence in the various communities where they live. Some are members of school committees and are on educational boards of trust and are trustees of educational institutions. They have become especially prominent in the administration of charities.

Recently a few of our alumnæ started a mission to aid the poor women in one of the vilest quarters in New York City. They have built a house which they call the college settlement, and have made it their own home in order that by their daily influence they may do something to alleviate the degraded women of that region. They have succeeded in interesting the undergraduates of this and other colleges for women so that the cost of the mission is now met by their contributions.

As far as we have been able to judge in watching the career of our alumnæ after graduation, the higher education has greatly increased their efficiency and made them more valuable members of society. I find no evidence that it has seriously injured their

health. On the contrary, most of them have been physically, as well as intellectually, benefited by their college training.

The alumnæ have manifested continuously a deep interest in the welfare of their Alma Mater, and have made generous contributions from time to time to the library and to our gymnastic apparatus. Two years ago they started a movement to provide a new gymnasium, and we have now a fund of $21,000 for that purpose.

The gymnasium was built in 1891 at a cost of about $30,000. Of this sum the alumnæ raised $23,500, and the balance was appropriated from the College funds. It was at that time one of the largest and best equipped of any gymnasiums for women. In the upper story there were dressing-rooms and offices for the teachers, and a large hall for gymnastic exercises with a gallery and running-track. In the lower story were shower baths and a swimming-pool and lockers. It was supplied with Swedish apparatus by the generosity of one of the alumnæ. Miss Senda Berenson, a graduate of the Boston Normal School, was appointed Director of the Department of Physical Culture.

Two acres of land were purchased adjoining the southwest corner of the campus and sites provided for the two dwelling-houses that were built during the year 1891–92. One was called the Morris House, after Mrs. Kate Morris Cone, of the Class of 1879; the other, the Lawrence House, after Mrs. Elizabeth C. Lawrence Clarke, of the Class of 1883, in recognition of their efficient and generous services in raising funds for the library and for the gymnasium.

The Social Hall had become too small to seat all the students, the number in 1889–90 being 511. By the addition of a transept, at an expense of $18,000, its seating capacity was doubled, offices and a large reading-room were secured on the first story, and through the agency of Professor Blodgett a large three-bank organ was placed in the

transept. During the same year valuable gifts of books, of paintings, and of minerals and Indian relics indicated a growing popular interest in the College and added to its resources.

Professor Austin Phelps bequeathed $1000, on condition that it should be invested as a permanent fund — the interest to be used to increase the philosophical library established as a memorial of his son, Professor M. Stuart Phelps.

The Honorable Joseph White, LL.D., died November 30, 1890, aged seventy-nine. He was a graduate, Treasurer, and Trustee of Williams College, and one of the original Trustees appointed by Miss Smith. He served with distinction the Commonwealth as Senator in its Legislature, as Bank Commissioner, and as Secretary of the Board of Education. For several years he was the successful manager of a large manufacturing corporation, and by his education, business experience, and intellectual ability he rendered during nearly twenty years an inestimable service to the College.

Hitherto the library had been under the general supervision of some member of the Senior Class; and the books had been classified and catalogued by experts at the expense of the alumnæ. To secure proper order and care, Miss Mary E. Gorham, of the Class of 1879, was appointed librarian and assistant registrar. For the first time a private secretary was provided for the President, and the instructor in English, who had served in that capacity, was thereby relieved of much clerical work.

Up to this time the President had given the entire instruction required in Biblical literature. Owing to his increasing administrative work, a separate Department of Biblical Literature was formed, and Professor Frank K.

Saunders, Ph.D., of Yale University, was engaged at first to give the needed instruction. In 1893, the Reverend Irving Francis Wood, Ph.D., D.D., was appointed head of the department.

The growth of the College appears in the establishment of new professorships and the division into separate departments of instruction of closely related subjects which had been hitherto taught by one person. After the resignation of Professor J. B. Clark, Ph.D., in 1893, as Professor of History and Political Science, Professor H. H. Powers, M.A., of Oberlin, was appointed Professor of Economics and Sociology, and Charles D. Hazen, Ph.D., of Johns Hopkins, was appointed Professor of History. The Departments of Botany and Zoölogy were also organized with separate teachers. A greenhouse was built to furnish the Department of Botany suitable material in tropical plants, and twelve hundred shrubs and trees were planted.

F. L. Olmsted, of Brookline, a noted landscape gardener, was engaged to lay out the entire campus more artistically for the location of future buildings and to draw a plan of a botanical garden that would offer special facilities for scientific study, and at the same time become an attractive feature of the landscape.

Through the offer of a larger sum than the College could afford to pay, Mr. George Bliss succeeded in purchasing the land adjoining the Art Gallery as the site of a church that he desired to give the Episcopal society. To straighten the boundary lines he consented to an exchange of land to the mutual advantage of the College and the church.

After the resignation of Professor John H. Pillsbury, in 1892, as teacher of Biology, Harris H. Wilder, Ph.D., was appointed Professor of Zoölogy, William F. Ganong, Ph.D., Professor of Botany and Director of the Botanic Gardens,

and Edward J. Canning, who was trained at the Kew Gardens, London, as head gardener. The Department of Chemistry and Physics was divided, and Frank A. Waterman, Ph.D., of Princeton University, was appointed Professor of Physics, Professor J. T. Stoddard remaining head of the Department of Chemistry. Professor B. K. Emerson, of Amherst, was appointed Professor of Geology; and the work in that department, instead of being restricted to one term, was extended through the entire year.

Five grades of teachers were now established, entitled: Fellows, Assistants, Instructors, Associate Professors, and Professors. The Fellows were chosen from students of superior scholarship who desired to pursue advanced instruction in any department — at annual stipends of from $300 to $600; on condition that they render assistance if needed in the work of the department in which they were pursuing special study. The Assistants were to receive $800 a year, and the Instructors were to be appointed for three years, with the understanding that, if their services were satisfactory, they would receive $900 the first year and $100 more each succeeding year until the maximum of $1200 was reached, when they would be eligible for reappointment for a period of three years at the same salary. For the Professors and Associate Professors the salaries were varied according to the service rendered — the maximum salary being at first $2500.

The following rules were formulated by the Trustees for the guidance of the Faculty:

1. The Faculty of Smith College shall consist of two bodies — one, including all teachers of the College, to whom may be referred matters of general interest, and the other, an academic council, which shall consist of those teachers who may be permanently in charge of departments, and to whom may be referred any of those

questions which more permanently affect the courses of study and management of the institution.

2. The legislative action of each body shall be determined by a majority vote, subject to the approval of the President. Should any measure which has been vetoed by the President be passed again, by a two-thirds vote, it may be submitted to the Trustees for their official decision, who shall serve as a final court of appeal.

3. The Faculty, subject to the general control of the Trustees, shall have power, and it shall be their duty, to fix the requirements for admission, the courses of study, and the conditions of graduation;

4. To establish rules for ascertaining the proficiency of students for assigning honors in course; and to fix the times for graduation;

5. To establish the courses of study, specifying to students those which are to be pursued each year, and in each department of instruction; and to make such general regulations for the well-being and government of the students as shall not contravene the charter of the College, nor any action of the Trustees.

6. A secretary shall be chosen by the Faculty, who shall keep a book of minutes of their proceedings, which shall be submitted whenever it may be called for at the meetings of the Trustees.

The year 1891–92 opened with 653 students, a gain of 102 over the preceding year. They represented twenty-five States. Notwithstanding the option given both to candidates for admission and to undergraduates, the time-honored classical courses still retained their ascendancy. The increase in the number of students indicates the rapid growth of good preparatory schools and also the concerted action of the best colleges for women in abolishing preparatory courses — Wellesley having abolished its preparatory department in 1881 and Vassar in 1888. Byrn Mawr, at its opening in 1885, followed the example of Smith in admitting no preparatory students. By the transformation of Mount Holyoke Female Seminary into a college in 1888, preparatory students were excluded from that institution. Most of the high schools throughout the country were

now preparing girls as well as boys for college on equal terms.

At the recommendation of the Faculty, the Commencement exercises were limited to three days, Sunday, Monday, and Tuesday, to prevent interference with the various commencements in neighboring colleges, and to shorten the time given to Commencement festivities.

The Smith College Association for Christian Work was founded in 1892. The Association was designed to unite more closely members of the various ecclesiastical denominations in Christian fellowship and work, and its object was, as stated in its constitution, "to promote the development of a broad and intelligent activity in the cause of humanity, and to unite in one central body the organizations already existing in the College, and those to be formed in the future for the purpose of active Christian work."

The various religious denominations at that time were represented as follows:

Congregational	260
Episcopal	92
Unitarian	83
Presbyterian	72
Baptist	42
Methodist	28
Universalist	22
New Church	7
Roman Catholic	6
Dutch Reformed	5
Friends	4
Adventists	2
Jews	3
Lutheran	1
No preference	8

The College was now too large to be represented by the Alpha Society, and five members of the Alpha Society in the Class of 1892 accordingly organized the Phi Kappa Psi

as a rival literary society. These societies were exclusive rather than secret, as the Faculty had discouraged the organization of any secret societies.

In consequence of the increased cost of food and service, the Trustees raised the price of board from $250 to $300 a year. The first College laundry was built on College Lane, and supplied with the requisite machinery.

The year 1893–94 was a period of great financial stringency, and more students were obliged on that account to leave the College, but the entire number was still larger than in previous years, being 746.

The number of teachers was 52, exclusive of ten in the Music School and two in the Art Department.

An important reconstruction of the curriculum was made whereby one year was required, after entrance, in all languages offered for admission, and the work in these languages afterwards was made elective. After the first and second years, the requirements and electives were substantially the same in the classical, literary, and scientific courses, and the studies in the last two years were arranged in groups from which the students were required to make a choice of one study,— the other studies being elective. Greater opportunity was furnished for electives in different departments during the last two years. By the change it was hoped to prevent superficial and desultory work, and to give a broader field for the development of individual peculiarities.

The Honorable Charles N. Clark, who had served as Clerk and Treasurer of the College since the death of Mr. Hubbard, was this year elected a member of the Board, and the alumnæ voted to limit the services of the alumna Trustee to two terms on the retirement of Mrs. Cone.

Mrs. Philura T. Hubbard, the widow of Mr. George W.

Hubbard, having died, his entire estate amounting to $61,593, of which she received the income during her life, passed during the year into the hands of the College. At her request, her brother, Mr. Samuel H. Dickinson, gave the College $10,000. Another sister, Miss Abby Dickinson, had bequeathed to the College two years previous $500. In recognition of these gifts, a new dwelling-house was called the Dickinson.

The new plant house was completed during the year, furnishing the botanical department an ampler supply of exotic plants. Two additional purchases were made of adjoining real estate, one on the north of the greenhouse and the other on the opposite side of College Lane. The old gymnasium was temporarily converted into lecture and recitation rooms.

At their annual meeting in June, 1894, the Trustees voted to call the professorship of Greek language and literature the John M. Greene Professorship, as a memorial of his agency in the origin of Smith College, and they engaged Edmund C. Tarbell to paint Mr. Greene's portrait.

The academic year was divided into two terms, instead of three, in order to give greater continuity to the courses of study and to lessen the nervous excitement of examinations at the close of each term.

The year 1894 was distinguished by the opening of the long-expected Forbes Library. Judge Charles E. Forbes died February 13, 1881. In his will he appointed the Honorable Samuel T. Spaulding and the Honorable George W. Hubbard as his executors and trustees, and after a few minor bequests he gave the residue of his estate to the town of Northampton for a public library. Out of that residue he directed his executors to establish a fund of not less than $220,000, and to divide that fund into three portions: a

building fund of $50,000, an aid fund of $20,000, and a book fund of not less than $150,000. To the book fund was to be added the balance received from his estate after all other bequests were paid. In case the building fund was deemed inadequate, he authorized the trustees to apply to the town for permission to allow the entire fund of $220,000 received from his estate to accumulate for a period not exceeding ten years, the accumulation to be divided then into equal moieties, one moiety to be added to the building fund and the other moiety to the book fund "to constitute a part of that fund forever." As the building fund of $50,000 was not deemed enough to purchase a site and to erect a suitable building, the trustees applied to the town for permission to allow the accumulation of the fund. Their request was granted, and it was not, therefore, until 1894 that the library building was finished.

The aid fund was designedly small, because Judge Forbes was most anxious that the book fund should be adequate to give an annual appropriation sufficient to insure a large collection of valuable works, and he thought the city or other benefactors might supply the funds needed for current expenses or for additions to the building. In justification of his faith, Dr. Pliny Earle — superintendent of the Northampton Lunatic Asylum for twenty-one years — bequeathed at his death, May 17, 1892, $60,000 to aid the current expenses of the library.

Judge Forbes had selected no site. He only stipulated that the building should be fireproof, centrally situated, and disconnected from all other buildings. Soon after the incorporation of the library, a gentleman, whose name was not made public, offered to give the trustees $5000 if the lot opposite the College, called the Turner lot, were purchased as the library site. The offer was accepted, and the Turner

lot was bought for $20,000. That purchase was severely criticized and it was asserted that the College authorities had unduly induced the trustees of the library to favor the College at the expense of the city.

The Forbes Library building was dedicated Tuesday evening, October 23, 1894, with addresses by the chairman of the trustees, William M. Gaylord, President Seelye, and Charles A. Cutter, the librarian. In President Seelye's address he gave the following account of his interviews with Judge Forbes:

In these days successful teaching depends more and more upon ready access to the best literature. One of the first and most difficult problems of my administration was to supply this need. Although the city was furnished with an unusually good public library, it was inadequate to meet the demands of advanced scholarship. The College funds were too meager to properly supplement it. In my perplexity I consulted Judge Spaulding, one of our Trustees, who advised me to see Judge Forbes, intimating that he had a plan, known only to two of his trusted friends, which might relieve me and modify somewhat my plans. I did so, and the Judge then stated to me, confidentially, his intentions. In language similar to that of his will, he said his design was to furnish the best opportunity for scholars in every department of learning to gain the knowledge they needed from an extensive collection of books. He advised me, therefore, not to use the College funds for that purpose any more than was necessary to meet our immediate needs, saying that, although the library he intended to found would probably be under the exclusive direction of the trustees appointed by the town, he saw no reason why it might not be equally serviceable to Smith College.

Once again, shortly before his death, Judge Forbes took occasion to express his satisfaction in the growth of the College, and to express his conviction that the time was not far distant when his plan would be of service to it. When his bequest was first made public, citizens and students alike rejoiced, in view of the common benefits which would accrue from his benefactions. This unanimity continued until the present site was purchased. Then charges were made by some persons that an undue advantage had been taken of the city by the College, and that its interests had been

cared for at the expense of the city's. In reply to those charges, I stated that no one connected with Smith College had directly or indirectly anything to do with the selection of this site, nor in securing the money whereby its purchase was made possible.

I hoped I might have been permitted, at this time, to mention the name of the man who first selected this site, and by whose generous gift of $5000 the Trustees were able to purchase it, but he persistently refuses to have his name made public, and I shall not betray his confidence.[1] Happily the jealous feeling which the choice of a location excited in some minds has already subsided, and I am confident, in a few years, will entirely disappear. Surely, no site could have been procured so admirably adapted to its use, and so fully satisfying the condition of Judge Forbes's will. It is, as he demanded, "centrally situated as near as the circumstances" — understanding that word in its comprehensive sense — would permit, and it is "so disconnected with all other buildings as not to be endangered by fire originating in them."

The library, it was anticipated, would meet a long-felt want of the College. Located on adjacent land, it was almost as conveniently situated for the teachers and students as if it were on the College campus. Judge Forbes designed, as stated in his will, "to form a library of works of science and the arts in their broadest acceptation, of ancient and modern history, and of the literatures of our own and other nations." It would, therefore, give unusual facilities for scientific and literary research. The book fund amounted to about $300,000. Few cities of the size of Northampton and few, if any, colleges possessed at that time as large a book fund to "be applied exclusively to the purchase and repair of books, pamphlets, manuscripts, and papers of a literary or scientific character and the binding of the same."

The town was placed under perpetual obligation:

1. To pay all expenses necessarily incurred in the management and administration of the affairs of said library over and above the income derived from the aid fund.

[1] The Honorable William M. Gaylord was afterwards made known as the donor.

2. To keep the library building in repair and to rebuild the same in case of its destruction by fire or other casualty.

3. To erect or to provide such other building or buildings as may hereafter become necessary in consequence of the enlargement of the library.[1]

In case the town did not accept the bequest, the entire sum was to be given to Harvard College.

While the opening of the Forbes Library was an addition to the facilities of the College, it did not obviate the need of a reference library and of a larger building for its accommodation. That need was recognized by the alumnæ, and they endeavored to secure a special fund for that purpose.

The Smith homestead on Elm Street, opposite the Hillyer Art Gallery, of which the undivided half was bequeathed to Smith College by Justin Smith, in 1880—subject to the use of his sister, Mrs. Mary Smith Tenney, during her life—came this year into possession of the College by the death of Mrs. Tenney in April, who gave her half of the property also to the College, according to the following bequest:

I give and bequeath to the Trustees of Smith College, a corporation in Northampton, Massachusetts, the undivided half of the lands and buildings constituting my lands on Elm Street, and all my right and title therein to the institution to enable them with the same or with profits of the same to provide a home for the students of Smith College.

Mrs. Tenney was a native of Northampton who early in life moved to the West and conducted, with her husband, Dr. Tenney, a successful school in Ohio for nearly a quarter of a century. After his death, she returned to Northampton and became deeply interested in the welfare of Smith College. For several years she made her house a home for the students, and her purpose as stated in her will was:

[1] Judge Forbes's will.

To provide a home for the students of Smith College which shall be called the Mary Smith Tenney House, as a memorial of my interest in the higher education of women. It is my desire that thereby students who are unable to meet the full expense of a college education may obtain board at lower rates. At the same time I do not desire that the house shall be exclusively for this class, but also for other students who may be able to pay the current prices, so that the same opportunity of social equality may prevail as in the other College houses.

The house was built by Mrs. Tenney's great-great-grandfather, Isaac Clark, in 1710, and had been occupied by four generations of the same family for nearly two hundred years. The entire property was appraised at $16,000. Mlle. Delphine Duval, of the French Department, who had been living with Mrs. Tenney, was placed in charge of it, and the students were allowed to continue their residence there on the same terms as during Mrs. Tenney's life.

An important purchase was made of the property of Professor Francis H. Stoddard on Elm Street, adjoining the College grounds, whereby the frontage on Elm Street was increased and desirable sites secured for other buildings. A small house was purchased on College Lane, giving the College practically the entire control of the property on both sides of College Lane as far as the campus extended. The Hatfield House was enlarged to provide additional rooms for students and for the administration.

It was voted by the Trustees that: "as a token of their esteem for the President and as a testimony of their appreciation of his long and valued service for the College, whenever in view of his own convenience and in the interest of the College a fitting time shall come, we grant to him leave of absence for a year with continuance of salary;" but the President did not take advantage of that permission until 1900; — and then was away only six months.

The Reverend Julius H. Seelye, D.D., LL.D., one of the original Trustees named by Miss Smith, died on the 12th of May, 1895, in his seventieth year. The Trustees passed at their next annual meeting the following resolutions:

Whereas it has pleased Almighty God to remove from us our brother and co-laborer in the work of this College, we pass the following resolutions:

Resolved, that Smith College, and the world through it, owes much to Dr. Julius H. Seelye. From the first he accepted the idea of the College and entered with heart and hand upon the development of it. His large experience in educational work and his broad views on all subjects eminently fitted him to be a counselor in this new enterprise. A man of high spiritual life, of great reverence for God's word, and deep penetration into the truth, he aimed to make the College religious in its character and work as well as intellectual. With him religion was education, and education was religion.

Resolved, that his fearlessness in the discharge of duty and his great devotion to principle were combined with a marked courtesy and suavity of manner which made him most agreeable in personal and private intercourse and in his official relation to our board. Rarely absent from the meetings of the board even in failing health he greatly aided in our deliberations. His words were always freighted with wisdom.

Resolved, that a copy of these resolutions together with assurances of our deep sympathy be sent to the surviving members of the family of Dr. Seelye.

Resolved, that a copy of these resolutions be spread upon the records of this College.

WILLIAM S. TYLER
JOHN M. GREENE
ROBERT M. WOODS
Committee

For three years on account of lack of room the College had declined all special students. Notwithstanding this restriction, the entering class in 1895–96 was larger than ever, numbering 285. In his Annual Report, the President refers to the fact that:

The rapid growth of the College has not been stimulated by artificial means. It has paid for no advertising and has relied upon its alumnæ to make it known, and it has maintained its standard of collegiate scholarship. Every year, however, a larger class of well-prepared students have sought admission and every year the number of women desiring a higher education in separate institutions is rapidly increasing.

Mr. E. H. R. Lyman gave $10,000 to enlarge the plant house and to provide a suitable conservatory for the Department of Botany; and an acacia house, a palm house, a tropical house and sub-tropical house, and a more commodious potting-house were added to the original plant house at a cost of $10,768. By this enlargement fresh material could be furnished at all seasons of the year for botanical study, and arrangements were made by Dr. Ganong for the interchange and purchase of tropical exotic plants with similar establishments in this country and abroad. Two years later, Mr. Lyman assumed the entire cost of the plant house by another gift of $3670, and a tablet was placed upon the building bearing the inscription:

THE LYMAN PLANT HOUSE

A MEMORIAL TRIBUTE TO

ANNE JEAN LYMAN

BY HER SON

EDWARD HUTCHINSON ROBBINS LYMAN

The College received another gift of $5000 from the Honorable Rodney Wallace to endow the Sophia Billings Wallace Scholarship, in honor of his deceased wife; $5000 was also given by Mr. James Phillips to endow a similar scholarship in memory of his wife, Elizabeth Bartlett Phillips.

The Right Reverend William Lawrence, D.D., was

elected as Trustee, and Miss Charlotte C. Gulliver was elected as an alumna Trustee for a period of three years.

Professor Powers resigned his position just before the opening of the fall term to accept a professorship in Leland Stanford University, and Professor John T. Crowell, formerly Professor of Economics at Trinity College in North Carolina, was engaged to fill the vacancy for the year.

Important additions were made to the scientific apparatus and illustrative material for the various departments of instruction.

The President refers again in his report to the voluntary associations and students in clubs for special research in various departments:

> During the year these have been more numerous and more enthusiastically conducted than ever before. Their members meet regularly in some of the lecture rooms for the discussion of special topics in their various lines of investigation, and from time to time they secure addresses from noted specialists, to which others not members are invited Nine of these clubs have been organized. The Colloquium and the Biological Society are in the interests of scientific research; the Greek, in the interests of classical study; the Oriental, in the interests of oriental archæology; the Philosophical, in the interests of philosophical study; the Current Events, in the interests of history and political economy; the Voice Club, in the interests of vocal culture; the Alpha and the Phi Kappa Psi, which are exclusively students' associations for mutual intellectual culture and diversion in the interests of literature.

The expediency of continuing the Music and Art Schools was discussed in the same report:

> Both of these schools have been of great service in the artistic culture which they have furnished, and the number of academic students who have taken elective courses in them is larger than ever before. But it is increasingly difficult for such schools to compete in special training with the larger institutions established in great cities. At Vassar, it has already seemed best to give up the Music and Art Schools and to make them simply departments

of instruction in the College. It is worthy of serious consideration whether, with our limited funds and the difficulty of accommodating our regular academic students, it may not be better, very soon, to take a similar course, and to make Music and Art simply departments of instruction in the College, and refuse to take special Music and Art students.

The following reference is also made to the different social classes represented in the College:

As the College grows, it represents more widely different classes of society. It has not yet become the fashion among the wealthy to send their daughters to college as it has to send their sons, but each year the wealthier classes are more largely represented in the colleges for women. The fact is an encouraging sign of the transformation that is taking place in the social conditions of women. Never before have so many of those who are not obliged to seek education for a livelihood, sought it as a means of culture and of social and intellectual refinement, and we may hope, through this culture, the social aims of society itself will be elevated and its ideal become higher. At the same time there is danger lest the increasing numbers of those who have plenty of money to spend may change the simple character of the College. Thus far there has been, happily, little or no distinction between the rich and the poor in their social standing in the College community. Students have been estimated at their personal rather than at their pecuniary worth.

CHAPTER V

1895–1900

In 1896, the centennial anniversary of the birth of Sophia Smith was commemorated. She was born August 27, 1796; as the anniversary of that day would come during the summer vacation, the 27th of May was selected as a more convenient date for the celebration. That day was duly observed by the College as a holiday, and public exercises were held at ten o'clock in the College Hall. The four classes, numbering 787, dressed in white and decorated with their class colors, entered the hall with an organ processional. Prayer was offered by the Reverend Robert M. Woods, of Hatfield, and there were addresses by the President and the Reverend John M. Greene, D.D. Responses from the students by Elizabeth Fisher Reed, of the Class of '96, from the Faculty by Miss Mary A. Jordan, and from the city of Northampton by the mayor, Henry F. Field. The occasion was of unusual interest and an impressive illustration of what Sophia Smith had already accomplished. Dr. Greene's address was published by the College.[1]

Notwithstanding the financial depression of the year 1896–97, the entering class numbered 310, the largest class on record, although the examinations for admission were more rigidly enforced and the certificates more carefully guarded. Thus far the College had adopted substantially the recommendations of the Commission of Colleges in New England on Admission Examinations, and it did not seem desirable to make further changes without the sanction of that commission.

[1] *Centennial of the Birth of Sophia Smith.*

For ten years there had been persistent efforts by the New England Association of Colleges and Preparatory Schools and the Commission of Colleges in New England to secure a greater uniformity in college requirements. With these efforts, Smith was in hearty sympathy. Through its delegates it had taken an active part in the discussions, and had sought especially to make the French and German options, as far as possible, valid equivalents for the Greek or Latin, in the literary or scientific courses.

Measures were taken in 1896–97 to bring the students and Faculty into closer relations by the organization of a Committee of Conference and a College Council. The Faculty on the Committee of Conference were represented by the Class Officers and the President, and the students by the members of the College Council consisting of the four class presidents and six additional members, of whom three were to be elected from the Senior Class, two from the Junior Class, and one from the Second Class. The College Council was not intended to be a legislative, but an advisory body, and its character was defined by the two following articles:

Article IV. The object of the Council shall be to represent the students in their common interests; to serve as a medium of communication between the Classes, or between Faculty and students; to influence the students in the direction of definitely organized public sentiment for the regulations of their social life; and in general, to aid in establishing a better understanding between Faculty and students upon subjects of mutual interest.

Article VII. The Council shall be part of a larger body called the Conference Committee, of which the President of the College shall be the chairman, and the Class Officers from the Faculty the other members.

An addition was made to the Alumnæ Gymnasium during the year to provide better facilities for entrance and exit and larger offices for the administration.

An acre and a half of land on College Lane, including two small wooden houses, was purchased. One of these houses was immediately fitted up as an infirmary and placed in charge of a trained nurse, and the other house was placed in charge of one of the College employees with reservations for rooms in case they were needed for contagious diseases. Both houses were beautifully situated, and far enough from the street to secure the needed quiet.

An encouraging evidence of the growing favor with which Smith was regarded was seen in the bequest of Miss Eliza Appleton Haven, for the benefit of the Astronomical Department. Miss Haven was unknown to the Faculty or Trustees, and no one apparently had solicited her aid. The will was contested, and it was only after protracted litigation that the College secured, in 1898, the full amount of her bequest of $51,719.12

Another proof of popular favor was a gift of $2500 by an anonymous friend to provide scholarships for the aid of worthy students.

In consequence of the adverse decision of the Supreme Court in the suit brought by Williams College against Williamstown, to recover the taxes levied by its assessors upon houses owned by the college and rented to its professors as partial payment of their salaries; the assessors of Northampton raised the question whether all College dwelling-houses were not subject to taxation, like other property from which rent is derived; and the matter was referred to the city solicitor for his opinion. The officers of the College maintained that the houses rented by Williams College to professors were not in the same class as the dwelling-houses for students, which represented a distinctive and important feature of its educational policy, — to give a social as well as an intellectual culture; and, there-

fore, came under the law which exempts "real estate belonging to such institutions, and occupied by them for the purposes for which they were incorporated."

This view was approved finally by the city solicitor, and the dwelling-houses were not taxed; but intimation was given that the Legislature would be applied to for authority to tax them in the future.

The loss of two more of the original Trustees was referred to by the President in his Annual Report for 1897–98:

During the year, the Corporation has lost two of its oldest and most influential members. William Seymour Tyler, D.D., LL.D., died at his home in Amherst, November 19, 1897, in his eighty-seventh year. He was one of the original Trustees designated in the will of Miss Sophia Smith, and his fidelity to the trust amply justified her confidence. He brought to the service of the College the reputation of an experienced educator, a hearty sympathy in the higher education of women, and a Christian character and scholarship which secured the high esteem of all his colleagues. At the organization of this Board, he was chosen its President, and became *ex officio*, Chairman of the Executive Committee. To that committee were entrusted the selection of a site, the codification of by-laws, and the various matters of primal importance in the inception of such undertaking. The first circular of information concerning the aim of the College, its requirements for admission, and the proposed course of study, was drawn up under his supervision. The motto and device of the College seal were adopted from his suggestions. He was chairman of the special committee to secure a President, and his judgment had great influence in the selection of a Faculty. Although he insisted upon resigning the presidency of this Board after the inauguration of the President of the College — feeling the latter officer should properly fill that place — his activity as a Trustee continued undiminished. Notwithstanding he was also President of the Board of Trustees at Mount Holyoke Seminary and College, and of Williston Seminary, and Professor of Greek in Amherst College — with many engagements as a writer and a preacher — he was rarely absent from the regular meetings of this Corporation, and freely gave it the benefit of his long experience, his ex-

tensive learning, his practical good sense, and his predominant piety.

Birdseye Grant Northrop, LL.D., died at his home in Clinton, Connecticut, April 9th, in his eighty-first year. He, also, was one of the original Trustees appointed by Miss Smith, and is another illustration of the wisdom which guided her selection. As a member of the Massachusetts Board of Education for nine years, as Secretary of the Connecticut Board of Education for sixteen years, and as a writer and a lecturer, he acquired so wide a reputation that Japan entrusted to him the supervision of the first young men and women who were sent from that country to the United States to be educated. So well was that trust discharged, and so great was his influence in securing the just payment of the Japanese indemnity fund, that, at his recent visit there, he was honored as the nation's guest. It was mainly through his suggestion that Daniel Hand made his gift of $1,250,000 for the education of negroes in the South. To his efforts were due, largely, the rapid growth of the Village Improvement Societies, and the recognition of Arbor Day in the several States. He maintained a constant interest in the welfare of the College, and contributed his varied experience and sound judgment to secure a successful administration of its affairs.

It is an inestimable boon to have had the counsel and friendship of such men. It is worth more than material endowments to an institution, to have embodied so large a portion of their spirit.

An important event of the year 1898 was an anonymous gift of $50,000 for a building to provide additional rooms for recitations, offices, and the reference library. The gift was made on condition that others would give an equal amount so that the College could have a building spacious enough to meet its immediate necessities; and the donor stated that he was led to make the gift "out of an interest beginning with the graduation of my daughter at Smith, and increased by observation and inquiry since." It was his wish that the building should be named Seelye Hall.

Sufficient subscriptions were secured from other friends of the College so that Seelye Hall was erected and finished during the following year. The building committee, in ac-

cordance with the advice of the landscape gardeners, at first selected as a site the ground occupied by the Dewey House. So many protests were made by undergraduates and alumnæ against the removal of what seemed to them an ancient landmark, that a larger committee was appointed to reconsider the question. After a prolonged and careful consideration of every other available site, the committee decided it would be better to carry out the first recommendation of the landscape gardeners; and the Dewey House was moved during the summer vacation in 1898 to its present location, and on its former site the foundations of Seelye Hall were laid.

The same year a new Chemical Laboratory was built according to plans by the architects, Messrs. Herts & Tallant, of New York. The building was the result of an offer of $15,000 by the father of a member of the Class of 1895 — provided the class and their friends would raise an equal amount. The Class succeeded in raising $20,000; and the Trustees appropriated from the College treasury enough to meet the cost of the building, which was $41,587. The Chemical Laboratory was completed and occupied at the beginning of the second semester in 1899.[1] The building was practically fireproof and the laboratories and lecture room were supplied with the latest modern appliances for chemical study.

The new academic buildings are thus referred to in the President's Annual Report:

> Seelye Hall, which was finished at the beginning of the last semester, is the most spacious and costly of the College buildings. It contains twenty recitation rooms, with a seating capacity of 1500. There are private consultation rooms for teachers, a recep-

[1] Chemistry Hall was named Stoddard Hall, after the first Professor of Chemistry, on his death in 1919.

tion room for the Faculty, dressing-rooms on every floor, and a well-lighted and commodious library. A satisfactory system of ventilation has been secured by means of electric fans in the basement and attic, connecting with ventilating flues in each lecture room. The arrangements for heating have also proved successful. The library is in the middle of the building, and is circular in form. The books are arranged in stacks radiating from an open space, around three parallel tiers of galleries with glass floors. . . . The shelves will hold about 44,000 volumes, which will probably be sufficient to meet the daily demands of the different departments. It is hoped that the Forbes Library, with its more spacious rooms and larger funds, will continue to supplement the College deficiency, but a library intended for the general public cannot be depended upon to supply the wants of students engaged in special courses of study, and experience has clearly shown that the College needs an ample library of its own, in addition to the privileges afforded by the libraries of the city.

By the addition of Seelye Hall and the new Chemical Laboratory, the recitation and lecture rooms have been more than doubled, to the great relief of all departments except botany and biology. Lilly Hall is too small to accommodate these with the other sciences now taught there. The upper hall, which was designed for a museum, has been converted into laboratories, but still there is not room enough for the large numbers who are taking courses in science. By the removal of the chemical instruction to the new laboratory, ampler space has been secured for physics, and that department now is fairly well accommodated. If a new biological laboratory could be secured, well furnished with modern appliances, the instruction in botany and zoölogy could be more effectively given and better provision made for the other sciences now taught in Lilly Hall.

On the completion of Seelye Hall, the following regulations were made by the Faculty:

First: that there be a Library Committee consisting, *ex officio*, of the President, the Librarian, and the alumnæ Trustees.

Second: that annually, on or before May 1st, the heads of the departments present to the chairman of this committee estimates of the amounts likely to be needed by their respective departments for library purposes during the ensuing year.

Third: that the committee thereafter designate the annual amount available for each department during the year, and make

such other arrangements for the development of the Library as may seem to them expedient.

Another dwelling-house was erected in 1899, and called the Tyler House, in memory of Professor W. S. Tyler, of Amherst, one of the first Trustees of the College. It was located at the southwest corner of the campus, and an acre of land comprising two small houses on the corner was purchased to improve the site. One of the houses was demolished, and the other transformed into the Tyler House Annex. After many years of negotiations the College succeeded by this purchase in extending the campus in an unbroken line to the streets which bounded it on the west and south.

The year 1898 marked the twenty-fifth anniversary of the President's administration, and as a memorial of that event the alumnæ completed the library endowment fund of $20,000 and transmitted it to the Trustees with the following vote which was passed by the Alumnæ Association in June:

That in recognition of President Seelye's twenty-five years of loyal and faithful service to the College, and as a testimonial of the regard and esteem in which he is held by the alumnæ, the fund in its completion is presented to the college as "the L. Clark Seelye Library Fund."

At Commencement that year he was given a loving-cup by the Trustees, and a silver pitcher by the Faculty.

In the President's Annual Report for the year 1898–99, reference is made to the death of two benefactors of the College:

Edward Bates Gillett, LL.D., died at his home in Westfield, February 3, 1899, in his eighty-second year. He was one of the original Trustees appointed by Miss Smith in her will, and is another example of the wisdom which shaped the inception of her enterprise. At their first organization, he was elected Vice-

President, and was annually reëlected to that office until his death. A graduate and trustee of Amherst College, a lawyer of wide repute, a Christian gentleman of the most attractive intellectual and social qualities, he brought to the service of this Board a dominant purpose to realize the highest ideals, and a mind of rare native gifts and splendid attainments. No one was more constant in attendance at the meetings of the Corporation, and no one took a keener or more active interest in its proceedings; while his sagacity, genial wit, and personal character made his presence ever an inspiration and delight. The College is highly favored to have had among its guardians so wise a counselor, so true a friend, and a type of manhood so noble.

By the death of Edward Hutchinson Robbins Lyman, at his home in Brooklyn, January 20, 1899, in his eightieth year, the College loses a generous benefactor. Although not one of its Trustees, he was a native of Northampton, where he spent his summers, and took a lively interest in everything which concerned its prosperity. He was one of the most generous subscribers to the building fund of its Memorial City Library, and its Academy of Music was entirely his gift. Many other public and private charities also were frequently aided by him. He was one of the contributors to the Hillyer Art Collection; and to him the College is indebted for the Lyman Plant House, as a memorial to his mother, Anne Jean Lyman. The wealth which he acquired by intelligent and honorable enterprise, he conscientiously endeavored to use for the public welfare; and he won the respect and confidence of those who knew him, by his moral worth, his unaffected piety, and his helpful philanthropy.

During the year 1898–99, a thorough revision of the course of study was made, whereby wider options were given to candidates in the requirements for admission, and only the degree of A.B. was conferred at the completion of the required academic course.

The work of the Faculty is described in the President's Annual Report:

The purpose which has guided the Faculty in their deliberations has not been to make the College course easier, nor to lower, in any respect, its high standard of scholarship, but to adapt the prescribed and elective work more satisfactorily to the changed

conditions of modern life, and to the diversity of mental capacity. Their conclusions have been largely determined by the following considerations:

Modern sciences, which were unclassified when the traditional college courses were established, have now been well organized so that they may become as quickening, and as disciplinary, as those which are older.

The modern languages and modern literatures, by the concerted efforts of accomplished scholars, have been formulated so that they may be taught with the scholarly accuracy, and philosophical methods, which have characterized the classics.

The rapid growth of high schools, and the improvements in their methods and ideals, have increased the need of a closer and more sympathetic relation between them and the higher institutions of learning. There is no longer the same relative inferiority in the English courses established in those schools, as compared with the classical. . . .

There is a growing conviction that those who are well qualified to become leaders of thought, and to excel in the studies for which they have unusual native aptitude, should not be deprived of a collegiate education by too narrow a uniformity in requirements for admission, or too great inflexibility in a prescribed curriculum.

While the conclusions of the Faculty clearly recognize these changes in educational theory and practice, the modifications which they would make in the requirements for admission, and in the prescribed and elective courses of study, involve no radical transformation of existing methods or ideals. The revised code, which they have adopted, is the natural outcome of lines of procedure initiated during the last two decades, and embodies the wisdom thereby acquired. It is not in any respect a revolution, but a progressive evolution of those ideas which have hitherto controlled the intellectual life of the College, and is designed to give them greater prominence and force.

There has been no attempt to increase the general requirements for admission, because of the conviction that they are now as great as can wisely be demanded of the preparatory schools. If colleges prolong the preparatory work much beyond the ordinary period of puberty, only the rich will be able to gain a liberal education, or the time devoted to college work must be shortened. The average age of entrance to the College is already eighteen years. It is not desirable to increase that age, or unduly burden it by adding to the number of studies, or by requiring more work

in those already demanded. Nor is it desirable to lessen the valuable education which the responsibilities of active life give, by prolonging the period of academic tutelage now required for graduation.

While there has been, therefore, no disposition to make the requirements for entrance to the College more severe, there has been entire unanimity in the effort to make the work demanded in the alternative studies, from which a candidate is permitted to select, every whit as arduous as in those for which they are substituted.

The number of students in the year 1898–99 was 1104, representing thirty States, four foreign countries, and nineteen religious denominations.

An interesting exhibition of the catholic religious spirit of the College was seen in an attempt to modify the character of the Christian Union so that it might become a branch of the World's Student Volunteer Federation. In order to enter that Federation it would be necessary to restrict its membership to those belonging to Protestant evangelical churches. Able and enthusiastic emissaries from the Federation spent several days at the College, urging the change. Notwithstanding their efforts, and the sympathy which many students felt in the objects of the Federation, the members of the Christian Union, by a large majority, refused to make the change demanded, preferring to lose the privileges of the Federation rather than lessen the distinctively unsectarian religious character of the College. Their decision was expressed in the following statements and resolutions which were sent as a reply to the committee of the Federation:

The present basis of the Christian Union: "Any member of the College will be welcomed to its fellowship who desires that the Christ-life may be deepened in herself as well as in the College," seems more desirable for college work than the stricter basis of evangelical church membership:

I. Because the former emphasizes the personal attitude of each student rather than a formal connection with any church.

II. Because the former is broad enough to include all students who desire to coöperate in the religious work of the College, irrespective of denominational belief.

III. Because we believe that the existing basis is more in accord with present religious thought which tends toward increasing breadth and unity.

IV. Because the Christian Union, which expresses the liberal spirit of the College, is thus better fitted to carry on the religious work of the College.

Whereas, in view of these reasons, it seems best not to change the basis of the Christian Union;

Resolved, That the Christian Union of Smith College express its sincere sympathy in the aims and work of the Young Women's Christian Association, and its desire to coöperate with it in any way in harmony with the catholic spirit of Christ.

Additional real estate on the north of the campus was purchased during the year, and the two houses on it were remodeled into College dwelling-houses. One was called the Haven House, as a memorial of the bequest received during the year from Miss Eliza Appleton Haven, and the other — purchased from the Methodist Society — was called the Wesley House.

The growing public interest in the College was again shown in gifts for additional scholarships: — $5000 were given by Miss Caroline Phelps Stokes for the Constance Elaine Memorial Scholarship, to be awarded to young women who intended to be teachers and who could not otherwise obtain a collegiate education; — $1000 were given for a scholarship which should be designated as "the Eleanor Scranton Scholarship, founded by her friends; —" $10,000 were given to be distributed among students in immediate need of pecuniary assistance; — $5000 were given for the Oaklina Scholarship, — and $5000 were also appropriated by the Trustees in scholarships of $50 and $100

to meritorious students. These scholarships were not awarded as mere gratuities, but as loans, and on every scholarship certificate the following statement was printed:

These scholarships are granted only to those students who are unable to pursue a collegiate course without them, and are to be considered as a loan to be repaid the College whenever the recipient is able to do so.

The total gifts to the College during the year amounted to $128,288; — a larger sum than had been given in any previous year.

The President's Annual Report for 1898–99 commended the loyalty and scholarship of the students:

The loyalty of the students to the College continues unabated and is of immense service in securing the right spirit. They respond heartily and enthusiastically to every appeal to promote its well-being. There is a manifest pride in its womanly character, and a growing jealousy of any innovation inconsistent with a refined womanhood. There is, as yet, no college yell in vogue; and thus far it has not been felt necessary for the Seniors, because of their education, to differentiate themselves from their sex, by adopting the academic masculine garb of mediæval scholastics.

They are no less jealous of the intellectual character of the College, and would insist as strongly as the Faculty that its standard of scholarship should be equal to that maintained in colleges for men.

Colleges for women have not been established long enough to draw trustworthy conclusions as to whether any differentiation can as yet wisely be made in their courses of study on account of sex. After accurate record of their electives for a number of years, additional light may be thrown upon this much-disputed question. While stimulants to study are not needed among women as much as among men, and there is good reason to believe that the average scholarship is higher in the best colleges for women than in those of a corresponding grade for men, there undoubtedly will be more women less studiously inclined who will seek to enter college, as a collegiate education becomes more popular. To guard against any lowering of scholarship from such a class, the Faculty at Smith have voted not to recommend for degrees any whose scholarship has been low in the majority of their studies,

even if they have escaped conditions, nor are they allowed to remain in their respective classes if for more than one year they do not rise above the lowest pass mark. The appointment of advisers, and the establishment of various clubs for the purpose of independent, voluntary study in the different departments, have secured still closer relations between students and their teachers, and thereby the dangers of estrangement between teachers and their pupils in consequence of the larger numbers have been lessened.

A notable event of the year 1899 was the visit of President McKinley on Monday morning of Commencement week. He was enthusiastically received by the students; who greeted him with flowers and patriotic songs as he entered the campus, and escorted him to College Hall, where he was welcomed in a congratulatory address by President Seelye. The honorary degree of LL.D. was conferred upon him by the Trustees at their annual meeting in the afternoon. The following day he attended the Commencement at Mount Holyoke College, where he received the same honorary degree. It was the first time a chief magistrate of the Nation had thus honored a woman's college, and his presence at these two neighboring colleges was memorable as marking the rapid advance during the century in the public estimate of the higher education of women.

Another attempt was made the same year to tax college property. A bill was introduced in the Legislature whereby the real estate belonging to educational institutions should be assessed at its market value, and the tax thus levied should be paid by the Commonwealth to the cities and towns where those institutions were located.

The advocates of the bill professed to be actuated by no unfriendly spirit to the colleges; and it was maintained that the towns and cities where they were located were dispro-

portionately burdened by the withdrawal from the taxable list of a large amount of property; and therefore they should be reimbursed by the State for the tax they could not levy under the existing laws. The colleges were asked to favor the bill on the ground, that it would not diminish their resources and might prevent more drastic legislation.

None of the colleges, however, favored the measure; for they believed it could be clearly proved that not only they did not impoverish but they even enrich the communities where they were located; and their representatives appeared before the legislative committee to whom the bill was referred to remonstrate against its enactment. Their remonstrances were effectual, and the bill failed to pass the Legislature.

In the President's Report for 1899–1900, he refers to the death of another of the original Trustees:

> Professor Edwards Amasa Park, D.D., LL.D., died at his home in Andover, June 4, 1900, in his ninety-third year. He was one of the Trustees originally appointed by Miss Smith, and until the infirmities of age prevented his attendance, he was deeply interested in the proceedings of this Board. For many years he was also a Trustee of Abbot Academy and Brown University. Few men in New England have been more highly honored both as a teacher and preacher. At Amherst College, where he served a year as Professor of Mental and Moral Science, and at Andover Seminary, where for fifty-five years he fulfilled the duties of his professorship, he manifested the inspiring qualities of a great teacher. At the same time, he was an eloquent preacher, a voluminous and forcible writer, and a man of fascinating and endearing personal qualities. Indeed, it may be said of him, he dignified and enriched whatever work he engaged in, by the brilliancy and wealth of his attainments.

Of the original Trustees appointed by Miss Smith, only the Reverend John M. Greene, who first suggested the College, remained.

Professor Arthur L. Gillett, D.D., of the Hartford Theo-

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logical Seminary, was elected to fill the vacancy caused by the death of his father, the Honorable Edward B. Gillett, of Westfield.

Reference is also made in the same report to the changes made in the course of study:

The Faculty have been careful not to eliminate, in the new scheme, any of the studies which have differentiated the College curriculum from that of the colleges for men. Music and Art are still retained, and can be pursued by those who have the requisite talent, as coördinate electives in the course required for an academic degree. The instruction in these departments has always been of a high grade; and it is the aim to make the intellectual work demanded in them as arduous and as disciplinary as in the other departments with which they are associated. They are under the same restrictions, so that the amount of work taken in them shall not be disproportionate. Music and Art have not been treated at Smith College as mere accomplishments, but as serious pursuits which demand strenuous intellectual work in order to prosecute them successfully. So far as a knowledge of their method is concerned, they require no less thoughtful study than some of the sciences with which they have often been depreciatingly contrasted. No student is permitted to take them to the exclusion of the main studies of an academic course, but she is permitted to take them as she would elect a language or a science, without excluding her work from due consideration in the requirements for an academic degree.

These electives have thus far been chosen by comparatively few, but for those who do choose them, as well as for those who do not, their presence in the curriculum enhances the value of a college course and their refining and stimulating influence is felt in other departments. Whether these studies should not have an equal place, also, in colleges for men, is a question which has already been answered in the affirmative in some institutions. It would seriously detract from the value of a college education for women, in the estimation of many intelligent people, if, during the time allowed to it, no opportunity were given to cultivate musical or artistic talents; or if the oppportunity were given, a stigma or a restraint were placed upon the culture by not permitting the time and thought thus expended to have any consideration in the computation of the work accomplished for an academic degree. Practical experience has demonstrated that those who have

elected Art and Music have frequently been among the best students in other departments, and have been able to do their work better from the strength and inspiration they have gained in these congenial studies.

During the year, the rules defining the constitution and power of the Faculty were revised as follows:

Rule I. The Faculty of Smith College shall consist of two bodies: the one, which may be known as the Faculty, shall include all teachers of the College, and to it may be referred matters of general interest; the other, known as The Academic Council, shall consist of the professors in each department, without distinction of rank, and to it may be referred any of those questions which more permanently affect the courses of study and the management of the institution.

Rule II. The legislative action of each body shall be determined by a majority vote, subject to the approval of the President.

Rule III. Should any measure which has been vetoed by the President be passed again by a two-thirds vote, it may be submitted to the Trustees, who shall serve as a final court of appeal.

Rule IV. The Faculty, subject to the general control of the Trustees, shall have power, and it shall be their duty: to determine the requirements for admission, the course of study, and the conditions of graduation; to establish rules for ascertaining the proficiency of students, and for assigning honors in course; and to make general regulations for the well-being and government of the students, provided they do not contravene the charter of the College nor any action of the Trustees.

Rule V. A Secretary shall be chosen by the Faculty, who shall keep a book of minutes of their proceedings, which shall be submitted whenever it may be called for at the meetings of the Trustees.[1]

Professor Henry M. Tyler was appointed as acting Dean of the Faculty, because the Trustees had not yet been able to find a suitable woman for that office.

At the recommendation of the General Committee of the World's Student Federation, a change was made in

[1] Cf. above, p. 77.

the date of the day of prayer for colleges from the last Thursday in January to the second Sunday in February. The change was made because the last week in January was devoted in many colleges to midyear examinations, and the minds of the students were too preoccupied with these examinations to be affected by the religious influence which the day of prayer was designed to exert. With the increasing diversity of creeds represented in the College, there was a growing tendency to regard the day as an ordinary holiday. It was hoped that by the change the churches might feel an increasing interest in the religious welfare of the College, and the students themselves be more deeply impressed. The change had little effect upon the attitude of the churches, and, although sympathetic references were at first made to it in some of the city churches, they soon ignored it altogether. At the vesper service in the College the idea of the day was the distinctive theme, with short addresses from members of the Faculty; and in the evening, a general prayer meeting of the students was held in Music Hall. It was soon apparent that the change in the observance of the day had lessened its religious impressiveness. To supply this lack, the Christian Union made the day the beginning of a week of prayer in which, without interference with the regular college exercises, the hour from five to six was set apart for prayer and religious addresses.

During 1899, another dwelling-house was erected on the lot back of the Tenney House, and called the Albright House, in memory of generous gifts to the College by Mr. J. J. Albright, of Buffalo. Plans were also adopted for an additional laboratory and lecture room to the observatory.

At Smith, as in other colleges, on account of various circumstances a large number of students were unable to

graduate. Most of them were in college long enough to become interested in its work. To show their gratitude for what they had received, they formed, in 1889, a non-graduate association, and raised at first money enough to furnish a reception room in College Hall. Knowing how often many were obliged to leave College because they could not meet its expenses, the association endeavored to secure funds to loan to those who without such aid could not complete a college course. As a result of these initial efforts, in 1897, the Smith Students' Aid Society was organized by the coöperation of non-graduates and graduates. An annual fee of one dollar was charged for membership and twenty-five dollars for life membership, and at the first annual meeting in 1898 it was reported that two life memberships and 134 regular memberships had been secured, and two loans of $50 each had been made to two Seniors which would enable them to graduate. The movement commended itself to the Alumnæ Association, which, in 1904, expressed its approval of the work, and voted to raise $10,000 as a permanent fund to aid worthy students. They succeeded in raising $12,309; and in 1906, the Students' Aid Society was legally incorporated. The funds of the society increased steadily, and most of the loans made to the undergraduates were repaid so that they could be reloaned to others. In June, 1910, the funds of the society amounted to $21,872.08; and 150 students had been aided by it since its first organization. Meanwhile the Alumnæ Association had voted to admit to membership those who were obliged to leave College after one year of undergraduate study. There seemed, therefore, no use of a separate non-graduate association, and in 1901 it was dissolved. To it belongs, however, the inception of the Students' Aid Society.

CHAPTER VI

1900–1905

On Tuesday and Wednesday, October 2d and 3d, 1900, the College celebrated its twenty-fifth anniversary. Invitations were sent to the alumnæ and former students of the College, to the various benefactors, and to representative teachers and officers in other colleges. Many accepted the invitation. The exercises on Tuesday morning were conducted by the undergraduates, and included an address of welcome by Laura Woolsey Lord, 1901; the presentation to President Seelye of a bronze elk, and his response; an address on "Smith College Ideals," by Charlotte Burgis DeForest, 1901; a story by Ellen Gray Barbour, 1903; a poem by Helen Isabel Walbridge, 1902; and music by the Glee, Banjo, and Mandolin Clubs.

The exercises Tuesday afternoon were conducted by the alumnæ. Mrs. Lucia Clapp Noyes, 1881, presided and welcomed the guests. There were addresses by Mrs. Kate Morris Cone, 1879, on the "Home and Family"; by Miss Vida Dutton Scudder, 1884, on the "College Woman and Social Reform"; by Miss Mary Whiton Calkins, 1883, on "Scholarship"; and by Mrs. Elizabeth Lawrence Clarke, 1883, on the "Relation of the Alumnæ to their Alma Mater." Tuesday evening, a general reception was given to the alumnæ and guests. At a meeting on Wednesday morning, there were historical addresses by President Seelye and the Reverend John M. Greene; and His Honor Lieutenant-Governor John L. Bates brought the greetings of the Commonwealth. On Wednesday afternoon there was an educational conference, with addresses by the Hon-

orable William T. Harris, LL.D., United States Commissioner of Education; Dean LeBaron Russell Briggs, LL.D., of Harvard University; President Arthur T. Hadley, LL.D., of Yale University; President Seth Low, LL.D., of Columbia University; President James M. Taylor, LL.D., of Vassar College; President Caroline Hazard, L.H.D., of Wellesley College; and President M. Carey Thomas, LL.D., of Bryn Mawr College.

It was the first time a connected history had been presented of the origin and progress of the College, and the proceedings seemed of such permanent educational interest that they were published by the Trustees.[1] The occasion was the more impressive as an exhibition of the changes which a quarter of a century had effected. The prevailing note was no longer apologetic. In the number of its undergraduates, 1133, Smith ranked next to Yale and Harvard. The Faculty numbered 69, and the number of alumnæ corresponded with the date of the century, 1900. The College funds had increased to a little over $2,000,000, and the increasing number of its benefactors justified the expectation of more generous gifts to meet its necessities.

At the preliminary meeting of the Trustees on October 2d, on motion of Bishop Lawrence, the following vote was passed:

> Voted: That on the twenty-fifth anniversary of the founding of Smith College the Trustees present to President Seelye their congratulations upon the development of the College and the beneficent work which it has accomplished under his administration.

In December of the same year, the President was persuaded to take the leave of absence which the Trustees had granted in 1898, and he was in Europe until the last of May, 1901.

[1] *Celebration of the Quarter-Centenary of Smith College.*

The same year, Miss Harriet Boyd, of the Class of 1892, and instructor in Greek, was given leave of absence during the second semester to accept an offer by the American Exploration Society of Philadelphia to carry on the excavations in Crete, which she had prosecuted during the preceding year, after completing her graduate studies in the school at Athens. Reaching Crete in April, she succeeded in discovering the site of an ancient Mycenæan village, and in bringing to light its streets, its private houses, its palace, shrine, and many interesting relics of primeval civilization. In the estimation of an English archæologist, it was the most perfect example yet discovered of a small Mycenæan town, and was creditable not only to Miss Boyd, but to the intellectual culture which she had received at the College.

Two years later, Miss Boyd was again granted leave of absence to continue her excavations in Crete, with the assistance of Miss Edith H. Hall, of the Class of 1899. In a land where civic restraints were comparatively weak, these two women, with no protection by resident police or soldiers, through the simple force of their scholarship and their personal character, were able to direct from eighty to one hundred men without molestation or insubordination, and to bring to light many valuable illustrations of ancient life and art. Duplicates of some of the prehistoric pottery which Miss Boyd discovered at Gournia were given to the College, and an illustrated volume containing an account of her work was published by the Trustees.

This year, the Smith College Association for Christian Work printed for the first time an annual report of its operations, showing that $2053.23 had been raised by the students for charitable purposes. Out of this sum aid had been given to College Settlements Associations; to the Needlework Guild; to the Carlisle Indian School; to the relief

work in China; to the American College for Women in Madrid; to New York City Missions; to the support of a medical missionary in India, of a nurse in Shanghai, and of Bible women in Madras and Ceylon. The association had provided also teachers for the home-culture clubs and mission schools in the city, given remunerative work for needy students, and had directed the work of the Christian Union and the voluntary Sunday Bible classes.

Larger and more commodious academic buildings now were urgently needed. Notwithstanding the addition to Assembly Hall, it could only accommodate nine hundred, and the deficiency of classrooms put the teachers to serious inconvenience in their instruction.

Great enthusiasm was aroused, therefore, at the Commencement exercises in June, 1901, by the announcement of an offer of $50,000 for the enlargement of the endowment fund and $50,000 for an assembly hall. The donor — whose name was at first withheld, — made his gift conditional on the raising of an equal sum by the friends of the College before the next Commencement, and $8000 were immediately pledged to meet the conditions. Mr. William H. Baldwin, to whose personal influence the College was largely indebted for this offer, headed the subscription list with $1000.

The Alumnæ Association voted to devote their surplus fund and life-membership fees to assist in raising the sum required, and a special committee, of which Mrs. Samuel F. Clarke was chairman, was appointed to organize systematic work among the various associations for the same purpose. The work was enthusiastically prosecuted. The undergraduates, notwithstanding their desire to complete the fund for the Students' Building, coöperated heartily in the work, with the result that $113,187.80 were raised

within the time specified. Of this sum $7000 were contributed by the undergraduates, $44,542.62 through the alumnæ committee, and the balance by friends of the College. The largest sums came from parents whose daughters had been educated in the College and whose gifts expressed their appreciation of its worth. Few of the Smith alumnæ were rich, but many whose income was small were glad of the opportunity to send their contributions as a token of their regard for their Alma Mater. On being notified of the result, Mr. John D. Rockefeller, who made the original offer, promptly sent his check for $100.000 to the College Treasurer.

Notwithstanding the success of the effort to raise the desired fund, it was decided to defer the erection of a new hall until building conditions were more favorable; and to alter the old Assembly Hall by the removal of the floor between the first and second stories and the construction of galleries so that about five hundred additional seats could be secured. These alterations were completed during the summer vacation. The change was intended to be only a temporary provision to meet an immediate urgent need.

The academic year 1901–02 began under the shadow of a great national calamity. On Thursday, September 19th, the day set apart for the opening of the College, all citizens of the United States had been requested to unite in fitting tributes to President McKinley. When the students and Faculty met as usual for worship in the Assembly Hall at the time appointed, the morning prayers assumed the character of a funeral service; — the more impressive, because blended with the general grief and horror of the occasion was the memory of President McKinley's recent visit at the Commencement in 1899. All other exercises were omitted for the day, and the students and Faculty

united with the citizens at eleven o'clock in a memorial service at the Academy of Music, where a commemorative address was given by President Seelye.

In recognition of the completion by Professor Henry M. Tyler of a quarter of a century of service as Professor of Greek, the following resolution was unanimously passed at the April meeting of the Trustees:

Resolved: That with gratitude we enter upon our records the fact that Professor Henry M. Tyler has been spared to render his valuable services to the College for a period of twenty-five years. He has been not only an able and faithful teacher, but a model Christian gentleman. He has loved and served the College, and the College would honor him.

To meet the increasing demand for the College graduates as teachers, the Faculty organized during the year a Teachers' Bureau, consisting of one member of each department to help alumnæ secure suitable positions as teachers. The service rendered by the Bureau was gratuitous, and the new venture proved of such benefit that it was later extended to other lines of activity.

The new requirements for entrance lessened, as was expected, the number of those who were able to pass the examinations, so that the entering class was only 264, as compared with 341 the previous year; but the Faculty were convinced that the abolition of the degrees of B.L. and B.S. and the unification of the various courses of study leading to the degree of A.B. were improvements and would promote sounder scholarship. In all colleges there was a rapidly growing tendency to multiply courses of study. One hundred and ninety-eight courses were offered at Smith; and it was seriously questioned whether the tendency in that direction did not need restraint. Students often petitioned for courses in order to satisfy an

intellectual curiosity rather than an intellectual need, when their time might be employed more profitably on studies essential to a liberal culture. Teachers were more and more ambitious to enlarge their respective departments, and to imitate the provisions for study in the larger universities. There was a well-grounded fear lest the force of the instructor might be wasted in attempting to teach too many subjects, and lest the increasing number of courses would create a demand for more room and teachers than the endowment of the College could maintain.

To secure greater uniformity in examinations, Smith was invited to meet representatives of the New England colleges at Boston, on November 22, 1901, to consider the question of the formation of the New England College Examination Board. The majority of delegates were opposed to the organization of such a board, some preferring to continue independent examinations, and others preferring to unite with the Board already organized in the Middle States, instead of forming a separate organization. Only three of the New England colleges at first accepted the invitation, although all of them, except Harvard, voted to accept the certificates of this Board as far as they covered their respective requirements.

Ever since 1877, Smith had admitted both by examination and by certificate, and every year there had been increasing strictness in the scrutiny of certificates to prevent the entrance of students not qualified for collegiate work. There was an increasing desire, however, among all colleges for greater uniformity in the application of the certificates for entrance, and, in response to a call issued by the Commission of Colleges in New England on Admission Examinations, the New England College Entrance Certificate Board was organized at Boston, May 16, 1902, by repre-

sentatives from Boston University, Brown University, Dartmouth College, Mount Holyoke College, Smith College, Wellesley College, and Wesleyan University. The President of Smith was elected the first President of the Board. At that meeting, by-laws and rules were adopted which were duly endorsed by the above-named institutions. According to these rules, no certificate from a New England preparatory school, which had not been approved by the Board, would be accepted by any of these colleges after January 1, 1904. The design of the Board was to make a thorough examination of all schools in New England applying for certificates, and to give the right to issue admission certificates only to those who were worthy of it. It was confidently expected that through this Board much of the laxness in admission by certificates would be remedied, and a common standard be adopted which would promote more harmonious relations between the preparatory schools and the colleges, and a higher and more uniform scholarship in those admitted by certificate.

In accordance with the report of a special committee appointed by the Trustees, it was voted September 16, 1902, to discontinue the Music and Art Schools. The acceptance of the resignation of Professor Benjamin C. Blodgett as Director of the Music School facilitated the change. From the opening of the College, the Trustees had provided instruction in music and art as in other elective studies, and Smith was one of the first, if not the first, American institution to reckon proficiency in these branches among the qualifications for the degree of Bachelor of Arts.

The College was too poor, at first, to make adequate provision for the instruction needed in those subjects for the regular academic students alone. The affiliated Schools

of Art and Music were accordingly established, to which special students, not candidates for an academic degree, might be admitted. The plan worked well for several years. Music Hall, with its equipment of musical instruments and practice rooms, afforded opportunities for a high order of musical instruction, and the Hillyer Art Gallery, with its collection of sculpture and paintings, offered special advantages for the study of art. The beneficial influence of work done in these schools was felt in other departments of the College and did much to elevate and refine the social life.

With the rapid increase of the academic body, it became increasingly difficult to care for the special students in these schools. The rise also of distinctive schools of music and art in large cities diminished the membership in these affiliated schools until the income from them was so much less than the expenditure, and the embarrassment of adjusting the relations of the different teachers and students so great that it seemed expedient to discontinue them altogether, and to coördinate their work with the other departments represented in the curriculum. In taking this action, however, the Trustees did not intend to diminish, but rather to increase, if possible, the facilities which the College had hitherto granted for the study of music and art.

Musical recitals were given each week by the members of the Music Department, and vocal and instrumental concerts by noted musicians were arranged so that the students and citizens of Northampton had frequent opportunities to hear the works of the greatest musical composers rendered by competent artists.

In the year 1902, a contribution of $5000 was made by Mr. Frank Lyman and Mrs. Alfred T. White, the children of Mr. E. H. R. Lyman, to enlarge the Lyman Plant House,

and to provide a laboratory for the special study of plant life. In 1904, an additional gift of $1000 was made by the same donors, whereby the original wooden building of the Plant House was replaced by brick, and the horticultural laboratory was made more commodious. In 1910, Mr. and Mrs. White gave $1144.53 to provide additional facilities for botanical study.

In 1902, three Fellowships in Philosophy, in Zoölogy, and in Botany, with annual stipends of $450, were established for the encouragement of graduate students who desired to pursue advanced work in those departments. They were open to graduates of this or of other colleges, of not less than one year's standing and the recipients were required to pursue some specified line of work under the direction of the Faculty, and to present a thesis embodying the results of their study at the end of the year.

In coöperation with other colleges for women, Smith had appropriated fifty dollars for several years to maintain the American Women's Table at the Zoölogical Station at Naples. Assignments for places at this table were made by the Naples Table Association of college graduates who were qualified to undertake advanced scientific research. In 1902, the appointment was made of a Smith graduate, Miss Anne Ide Barrows, of the Class of 1897, an instructor in the Biological Department. She was granted leave of absence for the year that she might accept the position. The same association had offered in 1900 a prize of $1000 for the best thesis presented by a woman on a scientific subject, embodying the results of independent laboratory research in the biological, chemical, and physical sciences. In 1902, that prize was awarded unanimously by the Board of Examiners to Miss Florence R. Sabin, of the Class of 1893, an assistant in the medical department

of Johns Hopkins University. The award was another gratifying evidence of the scientific ability of the alumnæ.

By the death of the Honorable Rodney Wallace at his Fitchburg home, February 27, 1903, in his eightieth year, the College lost another of its most highly esteemed Trustees. He was elected a member of the Board in 1873, and would have completed in June, thirty years of active service. His life illustrated the best qualities of American citizenship. Without the aid of ancestral wealth or social position, he succeeded in winning the confidence and esteem of his fellow-citizens and was elected to the General Court of Massachusetts; to the Governor's Council; and to the National House of Representatives. Although actively engaged in important industrial enterprises, he never suffered himself to become so engrossed in business as to be insensible to the higher claims of the spirit. He gave generously of his time and of his wealth to promote religion and education, and he was a frequent contributor to private and public charities. To the service of the College he brought the sagacity of a man of affairs and the generous impulses of a philanthropic spirit. Two scholarships of $5000 each, in memory of his two wives were founded by him to aid worthy students. He gave also repeatedly and generously to the library, to the art collection, and to the building fund, and in his will he left a bequest to the College of $20,000. Shortly after his death, his two sons, Herbert I. Wallace and George R. Wallace, gave $10,000 to establish the Rodney Wallace Scholarship.

In 1902–03, the Students' Building was completed at a cost of $40,487. Of this sum $8000 was appropriated by the Trustees, and the balance was raised by the students and their friends. The building contained a hall for lec-

tures, dancing and dramatics, and commodious rooms for clubs and the literary societies.

An addition was made to the Haven House at a cost of about $25,000 so that it could accommodate as many as the other College dwelling-houses. A new dwelling-house, built this year, was named the Chapin House in honor of Mrs. Henrietta Chapin Seelye.

The previous year, a committee of the Faculty, appointed to confer with a committee of the Smith College Association for Christian Work with reference to its expenses reported:

1: That the work of the secretary of the association has proved itself of vital importance to the College. It is worth much to the College to have some one at liberty to look after strangers who come here, to assist students who are ill or who are suddenly called home, to give personal counsel and help, especially to new students and to those who are not on the campus. These things are not only of immediate value to the College, but they make a very definite appeal to the public on its behalf.

2: That in view of these facts the College should assume some financial responsibility for the secretary and should hold some definite relation to her work.

The alumnæ are already contributing what may be expected from them. The students pay an annual fee of fifty cents to the association, a sum which is needed for current expenses. They also raise money for specific philanthropic objects, money which cannot be diverted from its proper channel, even if it seemed wise to attempt to do so. The students have also contributed toward the support of the secretary.

We therefore recommend:

That the Trustees appropriate one hundred dollars for the coming year toward the salary of the secretary of the Association for Christian Work — the salary to be six hundred dollars.

In accordance with that recommendation, the Trustees voted in 1903 to appropriate one hundred dollars as requested.

For the first time in its history, the College had during

the winter vacation a serious fire. Some workmen had carelessly thrown oiled rags into a closet in the basement of Seelye Hall, and spontaneous combustion had set fire to a large number of old chairs which had been temporarily placed there. Had not the building been built with a fireproof floor under the library and with fire stops in the walls, it would have been entirely destroyed. As it was, no damage was done to the upper stories except by smoke, and an ample insurance covered the loss.

Through the agency of Signorina Bernardy, instructor in Italian, the College received in 1903 from the Italian Government a large collection of etchings and photographs, and several illustrated volumes relating to Roman and Italian art. The collection comprised copies of masterpieces of Italian art and of ancient monuments, and reproductions from the plates made by Piranesi, a famous engraver of the eighteenth century. A large Italian flag was presented at the same time by the Italian embassy at Washington. They were the first gifts from any foreign country, and gave occasion for a pleasant interchange of courtesy between the Department of Education in Italy and the Smith College Faculty.

In recognition of these gifts, a reception was given by the Italian Club, Il Tricolore, to the Italian Consul and other representatives of the Italian Government in this country.

The same year a valuable collection of facsimiles of ancient illustrated Mexican manuscripts, published by the Duc de Loubat, of Paris, was presented to the College, as another sign of the disinterested international character of modern scholarship.

The French Club, under the direction of the French Department, presented, December 1, 1903, in the hall of

the Students' Building, Molière's comedy, *Le Bourgeois Gentilhomme*, for the purpose of representing as accurately as possible French manners and speech in the seventeenth century. Guests who were interested in promoting the study of the French language and literature were invited from various institutions — one of whom, Mr. James H. Hyde, the founder of the French Club at Harvard and of the Alliance Française, expressed his appreciation of the performance by a gift of one hundred dollars for the purchase of French books.

Two notable representations of ancient life and art were given by the First and Senior Classes in 1904. The First Class, on June 3d, in the hall of the Students' Building, gave Horace's *Carmen Sæculare* as it was supposed to have been acted at the request of Augustus Cæsar on the 3d of June, 17 B.C. The scenic details were planned to suggest the original festival, and the musical accompaniment was designed to represent the peculiarities of ancient music.

Instead of presenting one of Shakespeare's plays at Commencement, as the preceding classes had done for several years, the Senior Class gave the ancient Indian drama of *Sakuntala* — a masterpiece of an early century of the Christian era, by Kalidasa, one of the foremost poets of India. Distinguished Oriental scholars who had come as guests from other institutions commended the excellence of the performance for its faithful portraiture of some of the most characteristic features of Indian life.

The opportunity for out-of-door sports on the College campus had been so much circumscribed by the erection of dwelling-houses and academic buildings that there was an urgent demand for an ampler playground. To satisfy that need, Mr. Frank Gates Allen gave the College in 1904

a tract of land, near the campus, containing about ten acres and an old-fashioned house, "on condition that it be maintained by the Trustees exclusively for the physical well-being of the members of Smith College." [1] In memory of the donor, the field was called the Allen Recreation Field, and subscriptions amounting to about $10,000 were made by the students, Trustees, and friends to improve the property. The dwelling-house on the Field was remodeled and provided with dressing-rooms, baths, and club rooms for the Gymnastic and Field Association, and a superintendent was placed in charge. All members of the Association could enjoy the privileges of the Field on the payment of a small fee in order to keep the building and grounds in proper order. The privileges of the Field were granted on the same terms to the women of the city during the college vacation.

The following additional rules were adopted by the Trustees for the guidance of the Faculty:

1. The professors, associate professors, and instructors in a department are constituted a standing committee to organize and to arrange the departmental work in accordance with the rules of the Faculty and the regulations of the Trustees.
2. When the chairman of the committee is not appointed by the Trustees, one may be elected by its members from their number, the choice to be determined either by seniority in academic service, or by priority in academic position.
3. It shall be the duty of the chairman to call conferences of the committee and of all the teachers in the department as often as may be necessary to secure the greatest unity and efficiency in their work.
4. In any case where there is serious disagreement, the matter may be referred to the President of the College for ultimate decision, and in general the arrangement and administration of every department are subject to his approval.

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[1] When the new dormitories were built on this field, the Trustees had Mr. Allen's permission to change the location of the playground.

A permanent professorship was created in the Art Department by the appointment of Alfred Vance Churchill, A.M., as Professor in the History and Theory of Art. Herbert Vaughan Abbott, A.B., was appointed Associate Professor in English; and for the first time a course in educational history and pedagogy was established in the Department of Philosophy.

For some years the disadvantages of the differentiation between the Departments of English Composition and English Literature, which had been made in the early years of the College, were apparent; but, for personal reasons, it seemed inexpedient to unify the English instruction as most colleges had done. By the resignation of the head of the Department of English Literature, an opportunity was afforded whereby such a union could be effected.

At the eighth triennial meeting of the United Chapters of the Phi Beta Kappa Society, a charter was granted to Smith College by the unanimous consent of the council; and the chapter was called the Zeta Chapter of Massachusetts.

An interesting incident of the year 1904 was the celebration of the two hundred and fiftieth anniversary of the settlement of Northampton. The College coöperated with the city in the celebration, by the illumination and decoration of the College buildings, and by the service of the Faculty on various civic committees. At the public exercises the address of welcome was given by the President, and at a special service in the College an historical address was given by Professor Hazen. The event served to bring out in greater prominence the value of Northampton as a college site.

By the death of William H. Baldwin, January 3, 1905,

the College lost another valuable Trustee. He was elected a member of the Board in 1898, and from that date until his death he took an active interest in its affairs. A graduate of Harvard himself, knowing from experience the value in practical affairs of a college education, he entered with alacrity into the work of providing higher education for women, confident it would prove to them of equal value. Few men have combined more happily business sagacity and efficiency with high ethical and benevolent purposes. At his death he was president or director in various corporations representing many millions of capital; and, at the same time, he was deeply interested in education and in social and political reforms. There were few important movements for civic or social betterment in Greater New York, where he resided during the last years of his life, with which he was not actively and sympathetically connected. He was especially interested in the education of negroes in the South and was a trustee of Tuskegee Institute. His counsel and coöperation were highly prized by his associate Trustees at Smith. Amid manifold temptations to acquire great riches by exclusive devotion to business, he kept himself free from any suspicion of cupidity. The Trustees filled the vacancy on the Board caused by his death by the election of the Honorable Samuel W. McCall, LL.D.

The effect of the higher education of women upon marriage is referred to in the President's Report for 1904–05:

> The ever-recurring question, whether higher education unfits a woman for marriage and maternity has been agitated again in consequence of the publication of a work by an eminent educator, in which that question is answered affirmatively. He presents statistics to show the percentage of married women among graduates of a few leading colleges, and the percentage of their children, and he holds the college responsible for the relatively low ratio which he discovers. He fails to recognize the fact that three fourths of the alumnæ have been out of college less than ten years.

and, as the maximum number of marriages is in the oldest and the minimum in the youngest classes, the rapid increase in the latter will make any percentage drawn from the whole body of graduates appear abnormally low.

A much more serious defect in the learned author's reasoning is his failure to recognize the prime importance of social and economic conditions in determining the rate of marriages and births. No notice is taken of the fact that, before any colleges were founded for women, marriages and births had been decreasing in all civilized countries, and that the decrease is greatest in those countries where the higher education of women has made the least progress. To determine, therefore, how marriages and births are affected by a collegiate education, there should be an extensive comparison between collegiate and non-collegiate women in corresponding social and physical conditions. The data are as yet too incomplete and fragmentary to make such comparisons with accuracy, and, as far as they have been made, they do not justify the author's conclusions.

It is still more important to take into account the different social and physical condition of those thus educated. One must know from what classes they come, and whether they were physically sound at their entrance to college. Without such a knowledge of individual cases, percentages drawn from general averages must be more or less misleading. Due credit should also be given to the abundant testimony, that the majority of women improve physically as well as mentally during their college course. By educated women the social evils justly deplored can be most effectually prevented, and they have done much in recent years to improve the condition of their sex.

It is easy to find defects in women's colleges. None appreciate, more than those engaged in their administration, how far they are from realizing the highest ideal of a woman's education. They are all young, and lack educational experience and established traditions. They take as pupils those who have suffered from hereditary ailments, from the requirements of fashion, and from a low estimate of the dignity and capacity of womanhood. In spite of these drawbacks they have clearly demonstrated woman's physical and intellectual capacity for a collegiate education, and the worth of that education to her in practical life. Their graduates are better qualified for wifehood and for motherhood. They are as ready to wed as other women when the right man woos, but many causes now lead men in active life to postpone marriage, and the longer it is postponed, the less inclined they are to

assume its responsibilities. Women cannot take the initiative and seek a husband, and daughters, in this country at least, are no longer contracted in marriage by their parents.

Marriages of convenience are not made as often by college graduates, for they do not feel obliged to marry in order to escape poverty or independence, and they marry more frequently educated men who desire congenial companionship. There are accordingly fewer divorces among them. Their children are limited by the same causes which are dominant in the society to which they belong. Excessive mentality may interfere with fecundity, but the fact is, there is very little excessive mentality at present, either in colleges for men or for women. The author of the work in question himself admits that "sterility is not a specific disease, but is the intricate product of causes as complex as modern civilization." He neglects, however, to give this intricate product due recognition, nor are his statistics comprehensive and discriminating enough to justify his conclusions.

Nor is his charge true that the colleges for women are merely aping colleges for men. In many customs and requirements they are duly mindful of the difference in sex, and are giving women advantages for perfecting womanhood which would be difficult for her to find elsewhere.

Language, literature, science, philosophy, history, art are the same for women as for men. The leading studies of a college course cannot be considered either as masculine or as feminine, but as intellectual, and must be regulated by those principles which determine the growth of all intellectual life.

The sexual differentiation desired should be secured by different modes of life, rather than by different studies. A man does not become feminine by writing poetry, nor a woman masculine by studying mathematics; and it would prove a serious defect in the higher education of women if it were shaped merely with reference to a particular vocation. An undue prominence to marriage and maternity may prove as pernicious as if they were neglected. A morbid sensitiveness to disease is to be avoided no less than indifference. The general culture which produces sound judgment is a good preparation for any vocation to which a woman may be called.

CHAPTER VII

1905–1907

For twenty years all the instruction in biology, geology, and physics had been given in Lilly Hall. With the larger classes, there was urgent need of more laboratories and recitation rooms, and Mr. Andrew Carnegie was asked during the winter of 1905 to aid the College in providing a well-equipped building for biological instruction and research. The application was based on the plea that in an institution for the higher education of women there is no department of science more important for women, and for which they have shown greater aptitude, than the science of life as taught in the cognate branches of zoölogy, physiology, and botany. He declined at first to grant the request.

In the spring, however, Mr. and Mrs. Carnegie visited Northampton at the dedication of the building he had given to the People's Institute; and a reception was given them in College Hall, at which addresses were made by President Seelye, Mr. George W. Cable, and Mr. and Mrs. Carnegie.

The visitors were favorably impressed by what they saw and heard; and soon after, Mr. Carnegie wrote to President Seeley a confidential letter stating his intention to give $10,000,000 as the foundation of an institution to provide annuities for the teachers of universities, colleges, and technical schools, and asking him to become one of the trustees. The invitation was accepted, and President Seelye met the other appointees of the Board at Mr. Carnegie's house in November, 1905, to organize the

Carnegie Foundation for the Advancement of Teaching. Smith was thereby placed on an equal footing with colleges of the first rank, and enabled to offer its Faculty greater incentives to faithful and continuous service.

A more important sequence to Mr. Carnegie's visit was his offer in the summer of the same year to give half the cost of a biological laboratory, not to exceed $125,000, if the College would raise the balance. His offer was gratefully accepted, and steps would have been taken immediately to raise the sum required had not the unexpected action of the Trustees of the Forbes Library checked the movement.

In common with the city, the College had suffered a great loss by the death of Mr. Charles A. Cutter, the first librarian of the Forbes Library. Thoroughly trained in the technical details of administration and with a long experience in the purchase and selection of books, he had succeeded in collecting there 90,000 volumes and some 50,000 photographs and engravings. During the ten years of his administration, the privileges of the library were offered as freely to the students of Smith College as to the citizens of the town. In recognition of these favors, the College had voluntarily made annual appropriations of $500 to the aid fund of the library.

Soon after the appointment of another librarian, the trustees of the Forbes Library voted that unless Smith College would pay $2500 annually, all students, not inhabitants of Northampton, would be required to pay an annual fee of five dollars for the use of the library. Two reasons were assigned for this action: the first, that according to the language of Judge Forbes's will the library was given for the use of the "inhabitants of Northampton," and the majority of the students were not inhab-

itants according to the legal meaning of that word; the second, that the aid fund of the library and the appropriations of the city were insufficient to meet its running expenses.

While the Trustees of the College did not dispute the legal significance of the word "inhabitant," they maintained that it did not interpret the intention of the testator. Judge Forbes at the opening of the College had confided to its President his intention to found a library and had intimated that it would not be necessary to use the meager funds of the College for that object. He appointed as his executors and trustees the Honorable George W. Hubbard and the Honorable Samuel T. Spaulding, both of them Trustees of Smith College; and from the spirit of his bequest, it seemed evident that he had no intention of making a verbal distinction between the students and the legal inhabitants of the city. Nevertheless, the Trustees of the College were disposed to contribute the full amount required if the College were granted some representation in the management of the library. The Forbes Library Trustees replied that, as to giving the College any control, direct or indirect, in the management of the library, they could not consider that for a moment.

For the sake of preserving the friendly relation which had thus far existed between the College and the library, the committee of conference, appointed by the Trustees, consented to make an annual appropriation of $2000 to meet the alleged extra expenditure caused by the students, not inhabitants of the city. The offer was declined, and all students who were unwilling to pay an annual fee of five dollars were excluded from the library. The action created much unpleasant feeling both in the College and in the city, and the Trustees of the College decided to erect a library

building that would eventually furnish for the College adequate library facilities.

The need of such a library seemed more pressing even than the need of the biological laboratory, and Mr. Carnegie consented to give the Trustees the option of using for the library the $62,500 which he had previously offered for a biological laboratory on the same condition, that an equal sum should be raised for that purpose.

At this juncture a friend who withheld his name [1] offered to give the Forbes Library $500 for three years if the College would renew the offer which had been previously made of $2000 for the same period, provided the students of the College could have for the next three years the same privileges in the library which had previously been granted them. This offer was accepted by the Trustees of the Forbes Library and the Trustees of the College, as by such an arrangement more time could be secured to procure the requisite funds and to elaborate plans for a suitable library building, which, in view of the growth of the College and the uncertainty attending the use of the city libraries, seemed now an imperative necessity.

While the subject was being discussed, a gentleman from the West — whose daughter was a student in the College — wrote an open letter to a local paper ridiculing the exclusion of the students from the Forbes Library on the ground that they were not inhabitants, when they were reckoned as inhabitants in all the applications for licenses, and making the following offer:

> I make this offer to Smith College to be accepted any time within the year 1905:
>
> I will secure one million dollars for its endowment and furnish a free site of eighty acres of land if it will move to Joliet, Illinois.

[1] This was Mr. Alfred T. White, of Brooklyn.

I will guarantee against taxation and secure the use of the public library by all members of the College.[1]

The offer was not taken seriously by the College authorities, but it caused some citizens of Northampton to question what effect it would have upon their real estate if the College were removed.

With the prospect of a new library, and the rapidly increasing collection of books, additional library assistants were needed. Miss Louise Whiting Lyon, who had served temporarily as librarian at a nominal salary, and who was a generous benefactor of the College, asked to be relieved of her responsible position and was made associate librarian. Miss Josephine A. Clark, a graduate of the Class of 1880, and for seven years librarian of the United States Department of Agriculture, was appointed in 1907 chief librarian; and, under her practical supervision, plans were drawn for a library by the architects, Lord & Hewlett, of New York.

Notwithstanding the unpleasantness at the Forbes Library, the good-will of some of the inhabitants of Northampton was seen during the year by Mrs. John Storer Cobb's gift of her residence on Paradise Road, on condition "that it should be called Sunnyside, and be known as a house of rest and not as a hospital in the ordinary sense of the word, and should be perpetually maintained by the College as such." The property was admirably situated in the midst of a beautiful wood on a hill commanding an extensive view, and was admirably adapted to meet the purpose for which it was designed. When the gift was made known, $5000 were given by one of the alumnæ to defray the expense of enlarging the house, and of making Sunnyside a fitting place for those who needed rest and medical

[1] *Daily Hampshire Gazette*, September 22, 1905.

treatment. Mrs. Cobb furnished it, and by her taste and generosity added to its attractiveness.

It was becoming a serious question with the existing equipment of the College whether some limitation should not be placed upon its numerical increase. The entering class in the academic year 1905–06 numbered 402, the largest class ever admitted, and the entire number of undergraduates was 1213. They represented thirty-six different States and four foreign countries. Few came from the South, because as yet it was difficult to find in Southern schools preparation to meet the requirements of Northern colleges.

For several years special students had been excluded except in music and art, and in 1905 the Faculty voted to make them no longer exceptions to the general rule. To reduce the numbers by increasing further the requirements for admission would be to aggravate an existing evil, since, in the judgment of the best preparatory schools, the requirements for admission to New England colleges were already excessive. There was a growing conviction that there would be a gain in scholarship and in health, if the quantity of work required for admission to the leading colleges were lessened and its quality improved. To reduce numbers by increasing the cost of tuition would deprive the College of some worthy students who could not meet the additional expense.

With the increasing numbers, there were efforts by the Faculty to promote personal acquaintance with individual students. The entering class was divided into convenient divisions, and to each division was assigned an adviser, whom every one in the division could freely consult in reference to her studies or any matter of academic or of social interest.

Hitherto little effort had been made to develop graduate courses. Those who desired to undertake special and professional studies after graduation were advised to attend universities where women were admitted to graduate courses; and in these universities, Smith graduates were often distinguished for their scholarship. Nearly every year, however, a few graduates preferred to continue their studies under the instruction of teachers with whom they were acquainted, and they were permitted to do so when they did not impose too heavy a burden upon the department in which they desired to work.

In 1906, the Graduate Fellowships were placed on a more comprehensive and permanent basis. Instead of the three already granted, six were established with an annual stipend of $500, which were open to graduates either of Smith or of other colleges for women. The holders of these Fellowships were required to devote their time to some special study under the direction of their teachers and to present at the end of the year a thesis embodying the results of their work. The incumbents of the Fellowships were appointed by the Trustees from nominations made by the Faculty, and were selected from those whose scholarship was highest in the department with which they desired to pursue studies.

College taxation was again made a political issue in 1906, and a bill was introduced into the Legislature to amend the existing law exempting property of educational institutions by the insertion of the clause:

> But no real property, owned and occupied by any educational, literary or scientific institution, which is used or appropriated, wholly or in part, for residential, commercial or mercantile or scientific purposes, or for dormitories, boarding-houses or the dispensing of food or meals, shall be exempt from taxation.

At a preliminary hearing before the legislative committee, representatives of various institutions appeared as remonstrants; and the President of Smith, in an extended report, published March 14, 1906, presented facts to show that in many ways Northampton had been greatly benefited by the presence of Smith College; the real estate in its vicinity had trebled in value, and more than $6,000,000 had been added to the taxable property of the city since the College was established there. The legislative committee refused by a small majority to report in favor of the bill. To lessen the opposition, a bill was then introduced which removed from the list of property exempt from taxation only that which belonged to colleges and universities. This also failed of enactment; and the subject was referred to a recess committee on taxation to report to the next Legislature. That committee, after an extended hearing of petitioners and remonstrants, recommended, with only one dissenting vote: "That there be no change in the laws relating to the exemption from taxation of the property of educational institutions." In a review of the facts and arguments of the case, the report states:

> It is in our judgment entirely foreign to the spirit of our whole educational system and to our conception of civic righteousness, that we should now tax these institutions for the maintenance of other public activities. . . . As long as there is no great discrepancy between the taxes lost and the financial benefits received, the college communities may well be content with the existing law. The advantages they derive of a nature other than financial are a net gain, and are such that the communities which receive them are the envy of less fortunate municipalities.

Notwithstanding the adverse report, bills of a similar character, although somewhat less drastic than those previously presented, were introduced into the next session of the Legislature. The committee to whom these bills were

referred disapproved of them all, but reported a substitute bill to the effect that the exemption from taxation

> shall not extend to such real estate belonging to any college or university or scientific institution authorized to grant degrees, as is occupied as a residence by an officer of instruction, administration or government of such college, university, or scientific institution.

That bill passed the Senate, but was defeated in the House by a vote of 161 to 33. Notwithstanding this decisive vote, two other bills were introduced at the close of the session in reference to Smith College: one, to tax "all of the real estate in the city of Northampton owned by Smith College and which is not used by the College for educational purposes"; the other, to prohibit Smith College from acquiring or holding "any real estate in the city of Northampton in addition to the real estate now owned by it in that city."

The first bill would not change existing conditions, for the College had paid taxes on all its property not used for educational purposes. The second bill would impose upon the College a restriction that would not only hinder its future growth, but would prevent it from investing funds in real estate even when the real estate did not come within the class of exempted property.

Both bills failed to pass, and during the period reviewed by this history no other attempts were made in subsequent legislatures to change the laws concerning the exemption of college property from taxation. The more enlightened opinion of citizens of Northampton concerning college taxation was expressed by the *Hampshire Gazette:*

> We cannot but feel that if this question could be divested of political and petty local considerations, and considered wholly upon its merits, there would be but a few to advocate taxation. Boiled down, the taxation scheme amounts to placing the college

towns in a position of asking the public for gifts for the purpose of taxing them. Some day we shall all be ashamed of what is now being attempted to be done.

During the academic year 1906–07, the question of the increase of entrance requirements to College was again a subject for serious discussion. The subject is referred to in the President's Annual Report:

Fifty years ago the movement to increase college requirements was in the right direction, for too little preparation was then demanded for entrance, but it is now the testimony of a majority of teachers in secondary schools that these requirements in the leading colleges have become excessive. . . .

When Smith was opened in 1875, it adopted the prevailing requirements of New England colleges. Since then the requirements in geometry have been advanced 150 per cent and in algebra 50 per cent. The requirements in English and history have been more than doubled; an elementary in a modern language or in the sciences has been added; and, while the classic requirements have remained nominally about the same in amount, the greater emphasis placed upon reading at sight and prose composition has necessitated more work to meet successfully the examinations. Corresponding changes may be found in all the leading colleges for men and women. These changes were initiated for the most part without intercollegiate conference or sanction, and without consulting preparatory schools. The ambitious younger colleges were constrained to follow the lead of older institutions lest they should be charged with maintaining a lower standard. On the assumption that the standard of scholarship in a college is to be estimated by the amount required for admission, their faculties generally were unwilling to oppose the movement for increase, even in the best interests of the intellectual life; until it has come to pass that just about twice as much work is required to-day as was required fifty years ago to enter the leading American colleges. . . .

In consequence of existing conditions, it has been proposed to shorten the college course to three instead of four years, on the ground that students are really a year in advance of what they were a generation ago; but that seems an unsatisfactory remedy for the evil, for a year of college life is probably more profitable to most students than the extra year would be in preparatory

schools. The colleges for women, thus far, have been constrained by the desire to demonstrate the same requirements for admission as the colleges for men. That demonstration has now been made. For a quarter of a century it has been clearly shown that women can meet as successfully and profitably as men do the highest tests of scholarship. No concessions have been asked to enable them to secure a liberal education on account of their intellectual inferiority. The colleges for women are now in a position to act with greater independence; and they can adopt such regulations as may seem best to secure the mental culture which the college represents, without implying the incompetency of women for a collegiate education. It would seem, therefore, an opportune time to give a thorough revision of college requirements and to determine what changes can be made to liberalize and to improve the quality of the education which these colleges aim to give.

Until this year, the Faculty have not been convinced that it was for the interests of the College to adopt the regulations for membership in the College Entrance Examination Board. In view, however, of the present established character of that Board, and its successful management, the Faculty voted at the beginning of the year to accept the offer of membership and hereafter to conform to its requirements. In June of the current year, the entrance examinations of the College were conducted by the Board of Examiners in accordance with its regulations. The College is thereby saved the necessity of providing separate examinations in other places, and a closer and more reasonable relation has been established with preparatory schools.

Most students still enter by certificate, and every year the advantages of well-ordered certificates over examinations become apparent. Examinations for women, at fixed periods by strangers, in a strange environment, are not as satisfactory tests of scholarship as those which can be made during their preparatory course by their own instructors; and the judgment of conscientious and competent teachers concerning a pupil's fitness for college is less likely to err than the judgment which is formed from hurried written examinations by those who know nothing of the personality or the previous scholarship of the candidate. The New England Entrance Certificate Board has already succeeded in regulating the issue of certificates in New England schools so that better results are obtained by the certificate system than ever before.

Schools which are not properly equipped to prepare for college, or which have certificated incompetent students, are not now

granted certificate privileges, and a good preparatory school has a stronger stimulus to maintain its reputation.

To provide more room for musical instruction, another story was added to Music Hall, and the finance committee offered to complete the unfinished room under the hall of the Students' Building, and the unfinished story over the society rooms, if the upper rooms might be used for the benefit of the Music Department, when they were not needed for literary clubs and social entertainments. The offer was accepted by the Student Council, and a spacious cloakroom and six additional rooms for instruction and practice were thus secured.

As an expression of interest in the German Department, Mr. Heinrich Conried in 1907 brought to Northampton at his own expense his dramatic troupe from the Irving Place German Theater, and gave Grillparzer's *Medea* in the Academy of Music, on condition that the proceeds of the performance, which amounted to $462, should be used for the benefit of the German instruction.

The academic year 1906–07 was saddened by the death of two of the College teachers. Mlle. Delphine Duval, Professor of French Language and Literature, died October 22, 1906. After an experience of twenty years elsewhere as a successful teacher, she came to the College in 1888 to take charge of the French Department, and by her refined and sterling character she did much to increase its efficiency, and to promote the general welfare of the College. She wrote a history of French literature which was adopted as a textbook in other colleges. In secondary schools, especially, her influence was strongly felt in securing better preparation in the candidates for admission.

Miss Clara Wells Lathrop, instructor in the Art Department, died in Northampton, June 15, 1907. Although an

instructor in the department only a year, she manifested during that period rare ability as a teacher and, by her winsome personality and enthusiastic devotion to her work, she succeeded in arousing an unusual interest and proficiency among her pupils. Her untimely and sudden death in the midst of Commencement festivities saddened the entire College community and was mourned by a large circle of friends.

CHAPTER VIII

1907–1910

At the autumnal meeting of the Trustees of Smith College, November 2, 1907, the following letter from President Seelye was read by the secretary:

To the Trustees of Smith College:

My dear Friends and Co-workers:

In accordance with a long-cherished purpose to resign the presidency of the College when I reached the age of threescore years and ten, I offer, herewith, my resignation of that office.

While I recognize the fact that a man's usefulness cannot always be measured by his years, I cannot claim to be an exception to the ordinary limitations of human life, and I am convinced it would be for the best interest of the College if a younger man were secured to fill the office I have held since June, 1873.

Should my counsel be desired as a Trustee, I will continue to serve the College in that capacity, but the administrative work of the presidency has become too great for a man as old as I am to do properly, and, in justice to others, I feel that I should be relieved from its responsibilities.

To prevent, however, any possible embarrassment I will leave you to determine the exact date when this resignation shall take effect, with the understanding that you will proceed without unnecessary delay to find some one competent to act as my successor.

I cannot adequately express my gratitude for the unfailing support and the many proofs of personal friendship, which I have received from you during my administration.

If my successor can be equally favored with the friendly assistance of the members of this Board, I am confident the College will continue to grow and prosper, and will become what its founder desired it to be — "a perennial blessing to the country and the world."

With high esteem, I remain

Cordially yours

L. Clark Seelye

November 1, 1907.

In response to the President's letter the Trustees voted:

That the Trustees unanimously record their sense of the unequaled value of the work which President Seelye has done and is doing for Smith College, and of the importance of ensuring a continuance of that work; and that the letter of the President be referred to a committee of four to be appointed by Mr. Williston, acting chairman of the Board, with instructions to said committee to confer with the President and request him to withdraw the letter, and to confer with him with a view to an arrangement for an administrative assistant to relieve him of the details of administration, and also to confer upon any other subject pertinent to the matter of the letter. No final action, however, is to be taken until a report shall be made to the Board and further action be taken by it.

The committee were unable to persuade President Seelye to withdraw his resignation, but he consented to postpone the date when it should take effect, in order that the Library and the Assembly Hall, already projected, might be finished during his administration, and that the Trustees might have more time to secure his successor.

The Trustees appointed as a committee to select another President: the Reverend Robert M. Woods, D.D., Professor John B. Clark, Ph.D., LL.D., the Reverend Arthur L. Gillett, D.D., Mrs. Ruth Bowles Baldwin, A.B., the Honorable Samuel W. McCall, LL.D. That committee, after a prolonged consideration of various candidates, reported at a meeting in New York, February 28, 1909, as their choice the Reverend Marion LeRoy Burton, Ph.D.; and at a special meeting in New York, on May 9th, he was unanimously elected as President, to enter upon his official duties September 1, 1910. President Seelye consented to remain in service until then, and resigned his office as Trustee to take effect at the same time. The intervening months were among the most eventful in the history of the College.

Soon after the election of President Burton, the Reverend Robert McEwen Woods, chairman of the nominating committee, and for thirty-one years a member of the Board of Trustees, died at his home in Hatfield, June 19, 1909, in his sixty-third year. For nearly thirty-three years he was the faithful and beloved pastor of the Congregational Church in Hatfield,— beautifully exemplifying the old-time relation of a New England minister to his congregation and to the community in which he lived. He practiced the Gospel that he preached — going about doing good, and giving to his parishioners the consolation and friendly aid they needed. As a preacher he was not unmindful of his duties as a citizen — being an earnest advocate of temperance, education, and civic righteousness. The breadth of his sympathies and the value of his service appear in the responsible positions he was called to fill. In addition to his work for Smith College, he was an overseer of the charitable fund of Amherst College, a trustee and treasurer of the Smith Academy of Hatfield, a corporate member of the American Board of Commissioners of Foreign Missions, a trustee of the Dickinson Hospital, and, in 1904, one of the presidential electors from Massachusetts. In all these positions his practical sagacity and unselfish spirit won the high esteem of his associates.

By the charter of the College, the number of Trustees was limited to fifteen; and death had taken away all of the original Trustees except the Reverend John M. Greene.

Soon after the death of Dr. Woods, Edwin Bruce Story, for thirty years a Professor of Music at the College, died suddenly, July 24, 1909, in his sixtieth year. Gifted by nature with unusual musical ability, he improved his natural talents by systematic study and practice until he became an accomplished teacher and musician. A composer

of no mean repute, his songs, chants, and cantatas had won deserved praise from musical critics; but he was preeminently a teacher, and he secured the respect and affection of his students for his upright, Christian character and for the thoroughness of his instruction.

The Faculty suffered another loss at the beginning of the year by the death, July 29, 1910, of Walter David Depue Hadzsits, Associate Professor of Latin, who died after a brief illness in his thirty-fifth year. He had been for seven years in the service of the College: two as instructor, and five as associate professor. He was a teacher of uncommon ability and promise. His desire for knowledge outran his physical strength, and before his associates were aware of his exhaustion he succumbed to a fatal disease.

Fortunately, the site of the College in the residential section of the town and the readiness of private families in the vicinity to furnish board and lodging had enabled the students generally to find homes when they could not be accommodated in the College dwelling-houses. More College houses, however, were imperatively needed to prevent the cost of living from becoming excessive and to maintain the social ideal in houses under the direct supervision of the College officers.

The number of students in 1908–09 was 1482. To accommodate them, the house on Elm Street, next to the Episcopal Church, which had been rented to townspeople, was transformed into a College dwelling-house and named the Clarke House after its original owner, and an adjoining house recently purchased from Dr. Cooper's estate was arranged for students and named the Clarke Annex. Another dwelling-house for fifty students was finished on Bedford Terrace and named the Baldwin House as a memorial to William H. Baldwin, Jr. To provide a better site for the

proposed Assembly Hall, an adjoining house on Elm Street was removed to College Lane and fitted up as a dwelling for the head-gardener.

The Teachers' Bureau during the year was reorganized, and was henceforth known as the Faculty Committee on Recommendations. A special committee from the Faculty was placed in charge, and an additional assistant provided in the Registrar's office to do the required clerical work. This reorganization carried on more promptly and efficiently the work of the Bureau and broadened its scope, so that all the graduates who desired employment could find more speedily suitable places. An annual fee of one dollar was charged for registration, except to members of the Senior Class.

The alumnæ appointed also a resident secretary to prepare and publish an annual register of their addresses; to promote the formation of Smith Clubs in different sections of the country; and to communicate to these Clubs such information as might be of interest concerning the condition of the College. Miss Florence H. Snow, of the Class of 1904, was chosen to fill this place, and an office was assigned her in the Recreation Club House on the Allen Field.

In order to bring the alumnæ into still closer touch with the academic work, the following plan for an Alumnæ Council was voted by the Trustees in 1909:

> The Alumnæ Trustees during their term of office and for a period of three years at the close of their term — the officers of the Alumnæ Association, one delegate from each registered local association or club having a membership of at least twenty-five — and an additional delegate from each association or club having a membership of more than one hundred — shall constitute an Alumnæ Council.

From this Council a committee of five, consisting of the president and secretary of the Alumnæ Association, one of

the Alumnæ Trustees — chosen by that body — and two other members of the Council, chosen by the president of the Alumnæ Association, were to visit the College every year in January to confer with the President, Faculty, and undergraduates in reference to matters which might affect the welfare of the College. This committee was designed to serve as a friendly medium of communication between the Trustees, teachers, and students on all subjects which were of mutual interest.

The representation of the alumnæ on the Board of Trustees had been satisfactory. Through their own experience and intimacy with the students and Faculty, they were often able to give the Board a better understanding of the needs of the College and to bring the graduates and undergraduates into more sympathetic relation with the Trustees.

In coöperation with a committee of the Faculty, the alumnæ codified in 1908 the social regulations and printed them, in order that they might be readily understood by all who had charge of dwelling-houses for students, whether on the campus or in the city. To secure a more intelligent coöperation with College officers in whatever affected the social life of the students, and a more uniform enforcement of social regulations, the President invited to personal conferences the ladies in charge of the off-campus houses, with beneficial effects.

The alumnæ and friends of the College succeeded in securing the amount required by Mr. Carnegie to meet the conditions of his offer of $62,500, and plans for the library were adopted finally by the building committee after they had been carefully examined and revised by expert librarians at Smith and elsewhere.

The building was completed and ready for use after the

Thanksgiving recess, November, 1909. To secure a suitable site for it, the Hatfield House was moved to where it now stands, and the old wooden gymnasium was moved to College Lane.

The cost of the library was $164,290: — of this sum: $62,500 were given by Mr. Carnegie; — $12,500 by the General Education Board; — $52,406.77 by the alumnæ and friends of the College. Special gifts amounting to $11,405 were made also by alumnæ and friends for furnishing the Department rooms and for memorials. Mr. Clifford H. Gallagher gave $6110 to furnish the large room on the right of the entrance hall as a Browsing Room in memory of his daughter Edith; and soon after, Mrs. Lucie Tower Chandler contributed to it — as a memorial to her husband, Robert Woods Chandler — a rare and costly collection of the works of standard authors.

In 1909, plans for the new Assembly Hall were adopted by the Trustees and contracts were made to build it on the condition that it should be finished by the Commencement of the following year.

The cost of the Auditorium was $155,016. This was defrayed in part by the $100,000 secured by the gifts of Mr. Rockefeller and the alumnæ. The original amount given had been placed at interest until it had grown to be about $137,000. The Auditorium seats commodiously 2282, and no obstructing columns prevent a view of the speaker. It is rare to find an audience room, costing no more money, as convenient in its accommodations, as pleasing in its architecture, and as perfect in its acoustic properties. The Class of 1900 added to its attractiveness by giving an excellent organ at a cost of $20,000 as a memorial of their Senior president, Cornelia Gould, afterwards Mrs. F. T. Murphy, a woman whose intellectual ability and

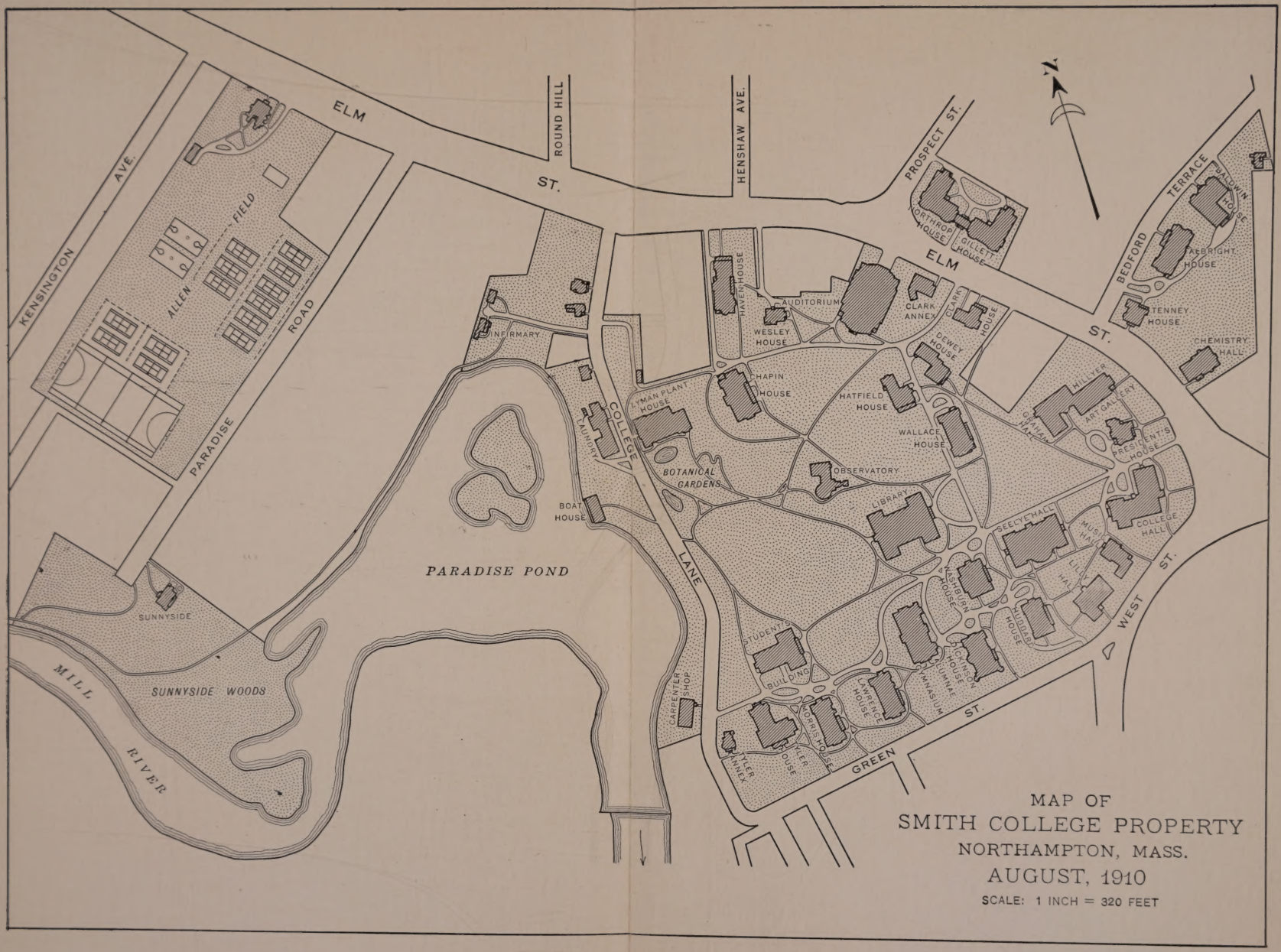
womanly character had won for her the love and esteem of her classmates.

At the close of the year, plans for two additional dwelling-houses of similar architecture were adopted, and contracts were made to build them on land opposite the Auditorium, with the understanding that they would be ready for use during the next college year.

In consequence of a gift of $27,500 by Christine A. Graham, a member of the Class of 1910, a large addition was made to the Hillyer Art Gallery to provide a suitable lecture room for the Art Department and additional rooms for exhibitions and studios. Hitherto that department had been greatly inconvenienced because required to lecture in other buildings at a distance from the art material needed for illustration. By this enlargement of the Art Building, the pressure for recitation rooms in other buildings of instruction would also be relieved.

A beautiful bronze fountain, a replica of one in the garden of the Pitti Palace at Florence, was given the same year by Mr. W. H. Lanning, of Hastings, Nebraska, in memory of his daughter, a member of the Class of 1912. Mr. Lanning not only gave the fountain, but bore also the expense of construction; and founded as an additional memorial of his daughter a scholarship of $5000.

Ten resident scholarships of $1000 each, in memory of Justin Smith and Mrs. Mary A. Tenney, were established by the Trustees, the income of these scholarships to be awarded by a committee of three of the Faculty to students in College houses, on the basis of financial need and of intellectual ability. As a memorial of Mrs. Terry, the head of the Hubbard House, where she had rendered acceptable service for twenty-five years, $2800 were given by her friends to found the Emily Hitchcock Terry Scholarship;



MAP OF SMITH COLLEGE PROPERTY

NORTHAMPTON, MASS.

AUGUST, 1910

SCALE: 1 INCH = 320 FEET

and $1000 were given by Mr. Frank W. Marden to found the Helen Ayer Marden Scholarship in vocal music, as a memorial to his daughter.

The total income from scholarships which needy students had received between 1879 and 1910 was $227,964 — of this sum $8584 were paid back by the recipients.

According to the Treasurer's report, the par value of the invested productive funds, July 1, 1910, was $1,285,030 — the cash value, $1,512,030. The College possessed also at this time eighteen dwelling-houses, the President's house, the Infirmary, Sunnyside, and the following academic buildings: College Hall, Seelye Hall, Music Hall, Lilly Hall, Chemistry Hall, Observatory, Hillyer Art Gallery, Alumnæ Gymnasium, Students' Building, Library, new Auditorium, and the Lyman Plant House. It had also valuable art collections and scientific apparatus; the Allen Recreation Field — equipped with a club house and facilities for out-of-door sports; and a large botanic garden. The Gillett and Northrop dwelling-houses, named after two original Trustees of the College, and Graham Hall as an addition to the Art Gallery were already being built, and according to their contracts were to be finished in the ensuing year. The conservative valuation of the total assets of the College according to the Treasurer's books, July 1, 1910, was $3,082,756. These figures were exclusive of the cost of maintenance and of instruction since the organization of the College, which had been fully met, so that there was no floating indebtedness.

The entering class in 1909 numbered 502, and the total number of students enrolled was 1635. Smith had become the largest woman's college in the world; and more students were pursuing regular courses of study leading to the degree of A.B. than in any of the co-educational colleges and

universities. The number of the Faculty was 122; of this number 31 were men, 49 were Smith graduates, and 42 were women from other institutions.

The following reference is made to the Faculty in the President's Report for the year 1909–10:

The Trustees may feel just pride in the scholarship and personal character of the men and women who constitute the College Faculty. Some of them have repeatedly declined larger salaries elsewhere because of their attachment to the College which they have long and faithfully served. The value of their instruction is evident in the attainments of those whom they have taught. Ampler funds are still needed to give them the adequate compensation they deserve. The increase from $100 to $150 which was made this year in the tuition fee may afford some relief, if it does not seriously diminish the number of students. In any case, the income to be derived from that source will not be enough to satisfy the need. It may be long before teachers are as well paid for their services as men now are in industrial callings; and while the prospect of a lucrative salary will not of itself attract the right sort of person to the teacher's profession, the supply of good teachers will be lacking as long as their salaries are insufficient to give them a decent and comfortable maintenance. As rapidly as the condition of the treasury will permit, the salaries should be increased to meet the increased cost of living. Uniform salaries for the lower grade of instruction can be readily adjusted and maintained. It is more difficult to do this for professors and associate professors on account of the greater difference in their comparative worth. Some in the same grades are much better teachers than others, and in various ways render more valuable service. They could command larger salaries elsewhere, and are likely to be offered larger salaries by other institutions. If the highest type of teacher could always be secured, uniform salaries would follow as a matter of course. At present there are not enough good teachers to meet the demand, and the faculties of most colleges are made up of those who merely pass and of those who are highly prized. While this is the case — although it may make the administration more embarrassing — it seems better to grade the salary according to the merits of the teacher, and to exchange as rapidly as possible indifferent teachers for those who are more satisfactory.

In view of the annuities granted by the Carnegie Foundation to teachers after a certain period of service, the Trustees followed the example of other colleges, and voted to retire from its service the members of the Faculty at the age of sixty-eight and the house mistresses at the age of sixty-five.

The Commencement exercises at the close of the year were of unusual interest because they marked the end of the administration of President Seelye, and are given more in detail to show their contrast with those at the beginning of his administration.

The annual hoop-rolling by the Seniors took place at half-past six on the Wednesday evening before Commencement before a large audience of undergraduates, alumnæ, and townspeople. The hoops were rolled with a frantic rush from Seelye Hall to the Students' Building, where the Seniors mounted the steps to sing for the last time the familiar College songs, to the lower classes, to the audience, and to the Faculty, closing with the Senior song to the steps, during which they descended to the campus, while the Juniors took their places. Then the Seniors formed a large circle and performed their "stunts."

During Thursday, Friday, and Saturday evenings the Seniors gave *The Winter's Tale* in the Academy of Music.

The last "morning prayers" were held, as in previous years, on Saturday morning in College Hall, and were thus reported in a local paper:

> Following the usual form of chapel exercises, of singing by the College chorus, reading of passages of Scripture and prayer by President Seelye, came a brief address by the President, in which he reviewed the growth of the College from its beginning thirty-five years ago; after a few words as to what the College would probably accomplish in the future, with special reference to the

changes and location of new dormitories, he closed with speaking of his retirement as President and of his successor.[1]

Baccalaureate Sunday was dark and rainy. In previous years the Baccalaureate services had been in the First Church, but this year the College had a larger audience room of its own, and the services were, therefore, held at four o'clock in the new Auditorium. It was the first time the hall had been opened for any function and the services naturally assumed a dedicatory character. The opening anthem — "Unfold, ye portals everlasting!" — suited the occasion, and the verses read by the President — from 1 Corinthians iii: 9–13 — were those which describe God's building. The dedicatory prayer was offered by the Reverend Henry T. Rose, minister of the First Church, and the Lord's Prayer was chanted in unison. After singing the hymn, "Love divine, all love excelling," the Baccalaureate sermon was preached from the text, "In whom ye also are builded together for a habitation of God in the spirit" (Ephesians ii: 22). At its close the Seniors rose and remained standing while the President addressed them:

Members of the Graduating Class:

I find a fitting illustration of my theme in this building where we meet for the first time to consecrate it with these Baccalaureate services. For a building like this is really an epitome of the growth of the civilization of which it is an integral part. In the processes of its construction, it unites the structural work of the earliest builders with the most skillful workmanship of modern handicrafts. It marks also the culmination of educational progress during many centuries. The friends of the higher education for women laid its foundations, and graduates and undergraduates have united to build the superstructure, that it may be a fitting habitation and expression of the College spirit. It will stand as an enduring memorial of their generosity and of woman's intellectual emancipation: — as a visible token that she is no longer restricted to the vestibule of the temple of knowledge, but can now

[1] *Daily Hampshire Gazette*, June 11, 1910.

have free access to its innermost shrine. Hither during many successive years students will come to worship and to be inspired with a love of the true, the beautiful, and the good. Here they will be reminded that they are co-workers with God, — are God's husbandry, are God's building. Henceforth it will be associated with the holiest and most uplifting thoughts and memories. Within it and on its walls will be placed memorials of those whose spiritual influence will abide long after they have vanished from our sight.

It is your privilege to head the long procession of those, who, after having received here the credentials of their college work, will go hence to reveal in their deeds its worth. You can make this place more sacred and your Alma Mater more honored and beloved if your lives show that your education has served to make you more receptive of whatsoever is excellent; — more responsive to every human need; — more ready to coöperate with the noblest and best in every effort for the world's upbuilding; — so that you, yourselves, may be enriched with the glory, and wisdom, and love of Him, in whom ye are builded together for an habitation of God through the spirit.

The Lord bless you and keep you, the Lord make his face to shine upon you and be gracious unto you, the Lord lift up the light of his countenance upon you and give you peace.

After the sermon, all joined in singing the hymn, "How firm a foundation," and the service closed with benediction by the President.

At the vesper service in the Auditorium at seven o'clock, there was a dedication of the memorial organ with appropriate musical selections rendered by Professor Sleeper, assisted by the College choir, and an address by the President. He stated that Mrs. Pratt, a member of the Class of 1900, had offered $10,000, if an equal sum were given, for an organ as a memorial of Mrs. Cornelia Gould Murphy, their president. The other members of the Class had enthusiastically and generously responded to the offer, raising the entire sum, so that the College now possessed an organ which in variety and quality of tone was one of the best in New England, and the largest, with one exception, in any

college. For the first time during the day the acoustic properties of the hall, always more or less uncertain during construction, had been fairly tested, and it was gratifying to find them excellent for vocal and instrumental music, and for speaking.

The bright sky of Ivy Day was in delightful contrast to the stormy weather of the two preceding days. The Alumnæ Association had planned, for the first exercises of the day, a procession in honor of the retiring President, and had requested the graduate classes to send representative delegations. Every one of the thirty preceding classes had responded, and 1437 alumnæ were present — a larger number than at any preceding Commencement.

In accordance with the plan of the committee of arrangements, the classes in the order of graduation passed in rapid review before the President, while he stood on the north porch of Seelye Hall, their leaders bearing ensigns on which the year of graduation was displayed in gilt numerals; and as they passed before him the ensign was lowered while the class halted to give to him their song and salutation. Their white dresses were decorated with the diversified class colors, and there were many fanciful designs in colored papers and ribbons, amusing costumes representing feminine employments, banners inscribed with mottoes, and standards of quaint emblematic devices.

After the review, the procession proceeded through the winding walks of the campus back to its starting-place on the avenue, and then parted in two lines through which the three hundred and seventy-five Seniors passed — also dressed in white — each member carrying an American Beauty rose. They were escorted by the Junior ushers, bearing on their shoulders the customary ivy chain in long festoons, and as they passed in review before the President,

they saluted him as the alumnæ had previously done, before proceeding to the library to plant the first ivy upon it.

Altogether it was a wonderfully beautiful spectacle in its variety and wealth of form and color, — not soon to be forgotten by those who saw it — impressive as a manifestation of personal loyalty, as an object lesson of the marvelous progress in the higher education of women.

The Class exercises followed in the Auditorium, and the alumnæ met for a rally in the Students' Building, where they had songs, speeches, addresses, and various "stunts."

At seven o'clock in the evening the Glee, Banjo and Mandolin Clubs gave a concert from the back steps of College Hall; and after sunset the campus was illuminated by a thousand Japanese lanterns.

The President and his daughter, Henrietta Seelye (Mrs. Seelye being unable to be present), the officers of the graduating Class, and members of the Faculty, received the Seniors and their friends from eight to ten in the Students' Building, while outside the different classes made the campus lively by their processions and songs. At ten o'clock, a line of the alumnæ in the varied colors of their regalia formed on both sides of the walk from the Students' Building to the President's house and escorted him and his daughter home, singing their familiar songs until the house was reached, when they sang, "Good-night, President."

On Commencement Day, the alumnæ in a long procession entered the hall in the order of their classes. The Seniors followed, in white, and occupied the center of the hall. Then came the President with the orator of the day, leading the Trustees and members of the Faculty, who had seats on the platform. An organ processional was played by Professor Sleeper. Prayer was offered by the Reverend Lyman P. Powell, and the oration was given by the Rever-

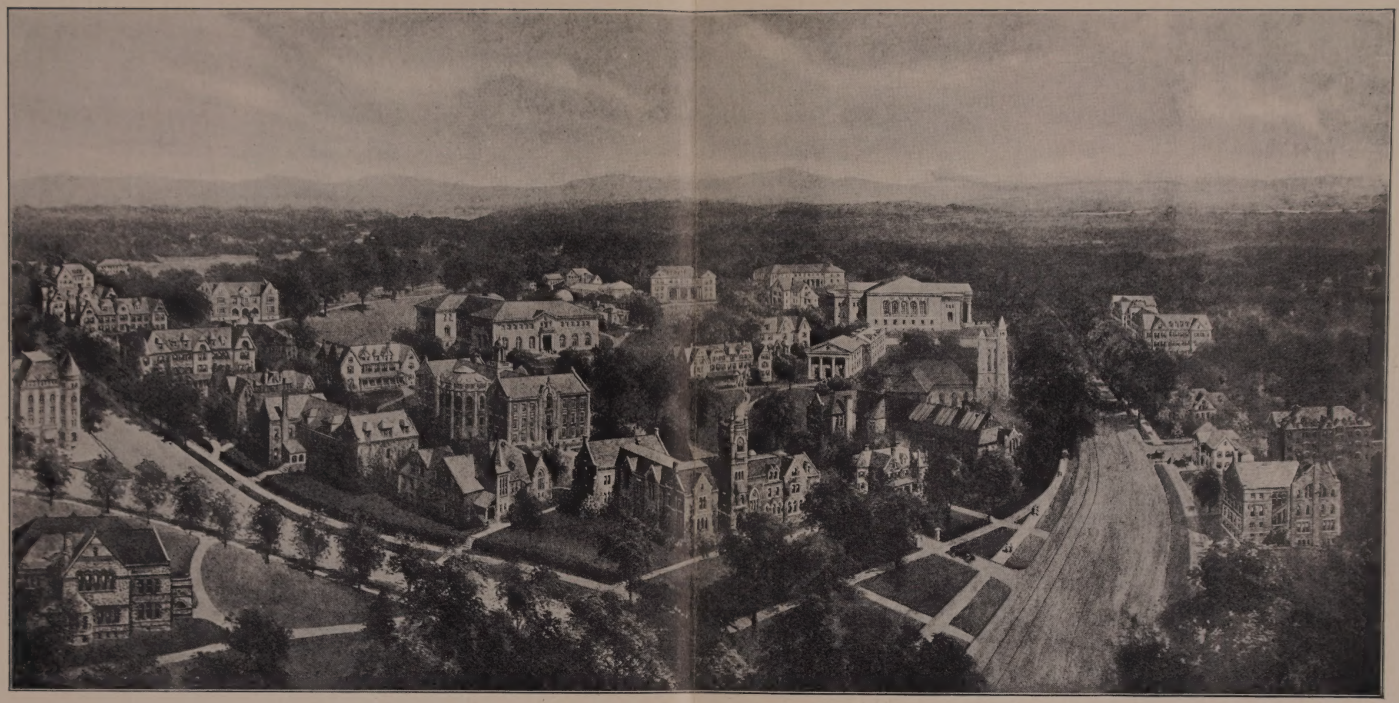
end Hugh Black, D.D., followed by the "Pilgrims' Chorus" and the conferring of degrees. The exercises closed with prayer and the Lord's Prayer by the President.

After the exercises in the hall, there was the usual collation in the Alumnæ Gymnasium. In previous years after that collation the President had made an informal address to the alumnæ, stating the new appointments and the important events of the college year. This year, at the request of the alumnæ, a special valedictory service was held that afternoon in the Auditorium, at which Professor Arthur L. Gillett presided. Greetings were given by Mary B. Whiton, of the Class of 1879, by Carol D. Park, of the Class of 1910, and a poem was read by Anna H. Branch, of the Class of 1897. Greetings from the Faculty were given by Professor Tyler, and a greeting from the Reverend John M. Greene was read by Professor Gillett, as Dr. Greene was unable to be present. The greeting of the Trustees was given by Professor John B. Clark, who presented to the President the following resolutions, passed by the Trustees, and engrossed on illuminated parchment:

REV. L. CLARK SEELYE, D.D., LL.D.
President of Smith College

DEAR PRESIDENT SEELYE:

The Trustees of Smith College congratulate you on the completion of a series of thirty-two Commencements celebrated under your presidency. Each of these annual events has marked an advance in the status of the College, as shown by the scope and quality of the instruction it has given, the number of its teachers and students, and the extent of its resources. At the time of the first Commencement there were eleven teachers and eleven graduates, while to-day there are one hundred and sixteen teachers and three hundred and seventy-two students graduating, and there are four thousand, four hundred and thirty-four graduates who look to the College as their respected and loved Alma Mater. At the beginning of this period the College possessed only a narrow strip of ground and an endowment too small to suggest the possi-



GENERAL VIEW OF THE CAMPUS AT THE END OF PRESIDENT SEELYE'S ADMINISTRATION

bility of such an institution as here exists, while now it has an area of forty-two acres, forty-one buildings, and an endowment which has thus far met all needs, and in which we find an assurance of the increasing resources that will be required to meet the enlarging work of the future.

The standard of instruction, which at the outset was the highest which had been established among schools for women, has since that time become notably higher; and, while intellectual culture has been a constant aim, this has been attained without entailing a sacrifice of health or impairing the finer traits of womanhood which are essential in the family and in society.

We wish to record the fact that this has been, in a unique degree, your personal work. If you had given the original sum which called the College into being, and had left its administration to others, you would have been less truly the creator of the institution than you have been through your executive efficiency. Your plans have seldom been revised by the Board of Trustees, and your selection of teachers has brought together a Faculty which is at least equal to the best of those engaged in the education of women. You have secured for the teachers a freedom of instruction which has inspired them to high attainment and fruitful work. You with them have given to the College a commanding position in the country and have secured for it and for its graduates universal respect. The deep foundations for its success have been intellectual and spiritual, and its abiding work has been the building-up of character by contact with character. By this it has inspired in its alumnæ an enthusiastic loyalty to the College itself and to the President, who has directed it throughout all the years of its existence.

To the future and not merely to the past and to the present do we look for the fruition of your life and labor; for the College is an abiding entity, and what exists now will give character to what will grow up hereafter. Coming generations will add to what is passed on to them, but they must continue to take account of it in their plans and to depend on it for their success. The hand that has shaped the present College will, in this indirect but real way, mould the College of the future and will do a work such as it is seldom given to men to do for general education, for the character of innumerable young women, and, in a large way, for the country itself.

As the present representatives of the Board of Trust which for these thirty-five years has coöperated with you, and as those who have personally witnessed the growth of the institution and what

influences have shaped it, we are gratified to record the extent of the debt that it owes to you, its first, and thus far its only, President. We would testify to the abiding affection which you have inspired in its graduates, its officers, and its friends, and would express our hope that the results of your past labors, as you see them made manifest in the continuing work of the College, may lend to your later years a happiness which will reward the care and toil of the earlier years. In common with the members of your family and the wide circle of your friends, we shall find a particular pleasure in tracing future successes in a large measure to you; for, though the burdens of the coming period will not rest on your shoulders, a share of its achievements will inevitably be yours. In the momentous hour which terminates your active direction of the work of the College, we rejoice with you and for you in the thought that nothing can ever terminate either that work itself or your own connection with it.

By direction of the Trustees this communication is inscribed on the records of their transactions and a copy, in a durable form, is presented to you.

In behalf of the Trustees

JOHN B. CLARK
ARTHUR L. GILLETT
Committee

NORTHAMPTON, MASSACHUSETTS
June 14, 1910

Attest
C. N. CLARK
Secretary of the Board of Trust

To these greetings, the President responded in a brief valedictory address,[1] the last paragraph of which may close this chronicle:

As I bid you, then, farewell, it is with no feeling of gloom or sadness, but with gratitude that the College has been so richly blessed in the past; that in you I can see "my crown and my rejoicing;" and that in the future I can hope for the full accomplishment of what I have been trying in part to do.

[1] The addresses on this occasion are preserved in a volume edited by Professor Mary A. Jordan: *Commemoration of the Thirty-Seven Years of Service of the First President of Smith College.* Northampton, 1910.

POSTSCRIPTS

THE CURRICULUM

By Henry M. Tyler

At the time when Smith College was preparing to open its doors for students, the educational world was giving much severe thought to the question what was the work which a college should attempt to do. For the first half of the nineteenth century the colleges had gone on their way in general content to do each year as they had done the year before, and to give to one generation as they had to another. All students were placed with unvarying impartiality at one table of intellectual provision, and were to take what was set before them without fault-finding and without question. The dignity of being a liberally educated man was a well-defined state of like accomplishments and like honor for all who could get within its favored circle, and the way of approach was by a somewhat steep and easily guarded stairway where all went in procession with never an opportunity nor a temptation to try to find another method of effecting an entrance. The object to be gained, as it presented itself to the minds of the eager pursuers, was quite as much a resting-place as a preparation for further activity. It was, at all events, to make them secure, whether their enterprise after they entered should be greater or less.

It would be too much to assert that a modification of the college course was a thing unheard of in those days of quiet conservatism. Even in the wilderness there is an occasional voice to be heard. But neither the colleges nor the public felt any great need of a change. In fact, Amherst College which had at the time referred to an undergraduate body of nearly the same size as Harvard or Yale, introduced in

1828 what was called an equivalent course. It was to give prominence to English literature and modern languages and make room for natural sciences. But partly for lack of funds to support the larger work, and still more for lack of interest, the experiment was soon abandoned. This conservative, unprogressive attitude of the colleges continued with little change until after the middle of the century. But it could not continue as mere conservatism. The decrepitude of formalism was creeping like a paralysis over the colleges. Education, if it will not move, is soon as dead as a fossil. Thoughtful men saw that fresh vitality must be, in some way, infused into the educational system. The movement showed itself especially at Harvard College and made itself felt with greatest energy in the administration of President Eliot, which began in 1869 and reconstructed, almost revolutionized, the institution.

When Smith College was opened in 1875, Harvard had introduced its extended requirements for admission, with alternatives which provided considerable freedom for candidates, and the work after entrance was arranged to satisfy the most varying tastes. The principle was that a good command of English was all which should be prescribed, and the rest could be as the student might prefer. The only requirement was that he should in the main keep on in his movement in which he had started, and he could rest secure in the assurance that he would bring up in the promised land. The progressive ideas which were working upon society, together with the potent influence of Harvard, could not fail to produce great effect upon the other institutions. Everywhere there was constant discussion of the principles of true education and a readiness to seek new methods. Courses of study were made and remade with a prodigality of effort which proved that the educational

world was shaking off its lethargy and caused the colleges to seem for a time largely like experiment stations.

One or two essential points were fixed for Smith College by the suggestion of the will and by the convictions of the first trustees. It was to be an institution giving to women advantages not inferior to those which the older institutions had provided for men. On this point there was to be no question. There was immediate discussion as to whether it would be advisable to demand that young women should be trained in Greek, but it was felt that women would not be satisfied to leave it out of their course of study lest they should seem to shrink from tasks which were assumed by their brothers. It was found also, by actual experience, that as they took up the work they were especially enthusiastic in becoming acquainted with the Greek language and literature. The requirements for admission, therefore, and the subsequent course of study gave this the same prominence which it had traditionally received in the older colleges.

College education for women was for many years regarded as an experiment. As a natural consequence there has been, and there continues to be, abundant discussion and study as to how the work should be modified for its new purpose. In the organizing of the College, advice was to be had at all the corners of the streets as to how women should be trained for their peculiar sphere and their preeminent obligations. This is perfectly natural. There is never a great movement without people eager to use it for carrying out their pet purposes. The question is whether the movement will consent to be used in this way. Theories abounded all over the land as to what the world needed and how what was required could be most fittingly introduced through the proper education of women. It was the opportunity for which the earth had been waiting.

Meanwhile the students had ideas of their own as to what they wanted and what they did not want. They especially demanded what could be accepted without question as a standard college course, and they did not wish to be moulded and shaped to suit a theory, but to be educated to show what was in them. It was in part because music and art were felt to be peculiarly appropriate to education for women that they were made so prominent, but it was also in the conviction that they had not received the recognition which they should properly claim in the work of the older institutions. It was accepted as a general principle that the studies which had always had a place in the college course were not to be set aside. It was also accepted, in accordance with the prevailing tendency of the times, that there must be a goodly list of elective studies. These opportunities of choice were regarded as the enrichment of the whole collegiate system which was to prevent irate society from setting to work to cut it down as cumbering the ground.

In the first announcement of the courses which were to be offered at Smith College, there was presented a scheme for elective studies which seemed to embody excellent ideas and which it was thought would prove very satisfactory to the students. For the first year the same work was required of all. For the subsequent years three courses were open to the choice of all candidates for a degree. Some studies were common to all. For those who preferred a classical course there were offered additional electives in Latin and Greek; for the literary course, electives in modern languages; for the scientific course, in mathematics and the various branches of science. Music and art were offered as optional through all of the years.

But this plan followed a theory too closely to be gener-

ally acceptable in practice. The students were in the main interested in the lines of study which they were already pursuing to such a degree that they were reluctant to turn entirely aside from them. They did not wish to classify themselves as belonging in any exclusive sense to either of the three divisions. At the same time most of them had individual preferences which they were anxious to gratify. The result was that elective studies were introduced as there seemed to be a call for them, either to meet the desires of the students or to give proper symmetry to the work of the departments. And here was a new difficulty with its own peculiar embarrassments. The subjects of electives open a wide and fascinating field in which to browse and find amusement and pleasure. There is large opportunity and temptation to get well away from the old paths. Students showed themselves alert with suggestions as to what they would be glad to study; teachers were still more enterprising in extending the range of their work. As it became gradually more difficult for the Faculty to control with a proper sense of proportion these lists of courses, one of the most important committees of the College was constituted to supervise the work which was then offered to the classes. Few subjects required more constant thought and few have received more careful consideration.

The question of elective studies presented many difficulties and embarrassments, but the problem of special students was yet more vexatious. The colleges for women were placed in a very peculiar position with reference to their constituency. There were multitudes who were anxious to avail themselves of the new privileges, but very few had made any adequate preparation. There were multitudes, also, who were eager to go to college, but who felt no ambition to pursue a college course. To move around in the

garden of higher education, to breathe the air and enjoy the associations, to undertake some branches of work with a fair amount of enterprise and industry seemed attractive; to cultivate the collegiate life, realizing the obligation to make the most of its possibilities, to work with continuous and persevering effort, was quite a different matter. Then there were many who would make appreciative use of the advantages which were offered, but could not be held to the specified requirements for entrance and who did not feel able to give the time which would be required in order to secure a degree. It was difficult to refuse these applications: it was still more difficult to select those who could be advantageously permitted to pursue irregular work in connection with the regular students.

The embarrassment was the greater because during the first years of the existence of the College the classes were small, and it seemed almost like a failure to make proper use of the endowment not to make a place for a larger number of students if they could be satisfactorily cared for. Friends of the cause of higher education for women were insistent that as many as possible should have the benefit of the new advantages. There was much experimenting for many years in the effort to do the best which could be done with the ambitious but irregular students. The conviction became, however, more and more established that all should be held to connected courses. There was a temptation to make fanciful choices with little consideration whether the work was leading to any particular result, and such disconnected bits of instruction were apt to prove unprofitable both to the institution and the students. The College ideal of continuous, consecutive work was too valuable to be sacrificed.

It was felt undesirable in the planning of the work, in so

far as it was elective, to leave it entirely to the preference of the undergraduate as to how much work she was to undertake, and how she should arrange her course. Rules must be followed, but the personal element ought not to be ignored. In order to give direction and aid in arranging the courses, each student was put in the charge of a class officer. There was originally one for each academic class, and later two. Each course card was submitted for approval to one of these officials, and any changes which a student might desire to make, after her list of studies had been once handed in, were subject to the same authority. The class officers had frequent meetings, that they might agree upon principles which they would all follow, and that they might consult and pass in common upon individual cases of difficulty. In this manner this board became a very important force, really a controlling influence in shaping the work of the students. During the first year of the course, the entering class was divided also into small groups, each one of which was placed in charge of a member of the Faculty as adviser, that students might have the advantage of more intimate and more informal counsel.

There was thus a continuous effort to solve the problem how to give regular students the greatest advantage from a generous choice of courses, and how to bring special students to do well-planned, consecutive work. This is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it. It soon became clear that there were many students who were not ready for the prescribed course and were not inclined to make themselves ready, and yet they represented in an increasing proportion the type of personality which

the College was anxious to reach. They were too large and too important an element to be ignored, and they were admitted as special students. These students proved themselves excellent material, and many of them were inclined to pursue courses which compared very favorably with the work of the regular students.

In 1884, announcement was made that "Students are admitted to special courses of study in connection with the regular classes of the College: and, on the satisfactory completion of a course of four years in literature or science as prescribed by the Faculty, may receive the degree of Bachelor of Literature or Bachelor of Science." In 1885, conditions for admission are given separately for the Classical, Literary, and Scientific courses, and these are, therefore, recognized as parallel departments of the College work, each leading to its appropriate degree.

The College must build upon the foundations laid by the preparatory schools. The problem of the curriculum is, therefore, very closely connected with the question what the schools are doing and are prepared to do. When Smith College opened its doors, there was little difference of opinion as to what the entrance requirements should be, and there was a standard, fairly well recognized, as to the quality of work which could be demanded. But outside of the recognized college requirements there was much greater inequality. In the modern languages and the sciences every school, like the people of ancient Israel, did what was right in its own eyes, and some eyes were of excellent quality and some were very dim.

It had been a subject of long consideration what is the best method by which preparatory work is to be tested and accredited. It was not so much a question of making it easy or difficult for the candidate, but rather of making it

fair. A brief formal examination was apt to be misleading in its conclusions. Applicants were often obliged to present themselves, after long and tedious journeys, in no condition to do justice to their school training. But it was recognized also that acceptance by certification had serious disadvantages. There were some schools about whose certificates there was no question. But schools and teachers differed far more in thoroughness and efficiency than in their confidence that they were entitled to full recognition and approbation. The Faculty had come to the conclusion that, on the whole, students should be admitted by certificate, but not in studies where there was not a fairly well-recognized standard of instruction. Examinations continued to be held, therefore, in the modern languages and in science for many years while certificates were in vogue in the studies which had been longer recognized as preparatory to college. How to determine which schools should be accepted or accredited was the point of special difficulty. The principle was finally adopted that a school might enter the first student by examination, and if the work were of proper quality might attain the certificate right, or might send in advance specimens of the examination papers, questions and answers, corrections and grades as marked by the teachers. These were examined by the heads of departments, and gave them a very good idea of the type of work which was being carried on. The College had then an extended list of accredited schools very satisfactory for those who were continually sending candidates, though less so where years might intervene between successive representatives of the school in question.

To find the best manner of connecting the secondary school with the college is a problem of supreme importance and difficulty in the shaping of our educational system. To

devise a plan which will be fair to all the interests involved, to the candidate, to the teacher, to the school, and to the college, is by no means a simple matter, and the best system will prove a failure if applied without consideration and without sagacity. The minds which are at work upon the question are likely to give up their hope of ever reaching a land of promise where all will be satisfactory and easy, and to try to content themselves with results which are far from perfect. Smith College, like others, has experimented and tried to learn.

In the catalogue of 1886, which is the first one in which the studies of the literary and scientific courses are stated in detail, the method of admission is indicated as follows:

> Certificates from properly qualified schools and instructors, to the effect that the requirements of the classical course have been fulfilled, are accepted in place of further examinations. Certificates are also accepted for the requirements of the literary and scientific courses with the exception of the French, German, and science, in which examinations will be required.

This defines the method of admission which was in vogue for a continued series of years. The modern languages and the sciences were new subjects in a large proportion of the secondary schools. There was wide variation in the seriousness with which they were undertaken and the thoroughness with which they were pursued. There was a great lack of agreement among the schools as to what they should attempt to do in these branches. Satisfactory teachers were not easily secured, and they worked with very different standards and very divergent plans. It was necessary for the College to enforce some uniformity of method in preparation, and for this examinations were requisite. But this accomplished also the wider purpose of determining some branches in which candidates could be personally tested

without demanding examination on all of the requirements for admission. These partial examinations served as a sort of sponsor for the rest of the work of the student and of the school from which she came. This method was continued until it was felt that the preparatory schools were in a large proportion of cases able to teach the newer studies in a manner not inferior to the work in the classics. The standard of instruction in modern languages and the sciences showed rapid improvement as they took an enlarged place as college-entrance requirements.

The three distinct college courses leading each to its peculiar degree did not prove entirely satisfactory to the students. There was, indeed, increasing discontent as years went by. The degree of B.A. was the one which had become popularly recognized as standing for a college education. Other degrees were regarded as of somewhat inferior quality, and had to be continually explained or apologized for. Graduates who were seeking positions in which their college record was an important element, especially teachers, were sorely tried if placed at a disadvantage because they could append to their names only B.L. or B.S. instead of the honored B.A. This was especially the case because the College was emphatic in its statement that the courses stood upon a common level, they made an equal demand upon the time and effort of the student, and there was no established conviction that better results were secured from one than from the others. The fact, indeed, that the numbers who held to the traditional, classical course were growing relatively smaller was an indication that the popular judgment was in favor of the newer studies. So the pressure grew constantly stronger for a course which would give large opportunity for each student to choose what she felt was most advantageous in her case, and which should

give to all who worthily accomplished the prescribed amount of work the same degree which traditionally belonged to the college graduate.

This, then, was the next stage in the evolution of the curriculum.

No one can work in a college faculty without getting some appreciation of the immense difficulties which confront each institution, and, in fact, our whole educational system, in this little problem of mapping out a satisfactory course of study. There is reasonable agreement on some results which should be achieved. An educated man should have strength and beauty in the sanctuary of his inner life. Both discipline and culture should, therefore, be earnestly sought in his training. But he must also have large stores of intellectual wealth, and he must consequently have the fullest opportunity to gather information, and his privileges may easily result in his being stuffed and loaded with all sorts of knowledge until he is as much deformed as informed. But, once again, this is a very practical world, and as we are here we feel obliged to prepare ourselves to stay, and to keep up a creditable appearance. Few are inclined to question that these different objects can be attained together, but there are, to say the least, as many opinions how it should be done as there are professors in American colleges and universities. Every college curriculum has to be a compromise, and generally represents the failure, to a greater or less degree, of the teachers to harmonize their views; and the result is that the students must for the most part take their chances choosing from the abundant stores of learning which are prodigally placed before them. The saving quality in the vast complexity of studies which are offered in our colleges is to be found in a few controlling facts. The college years are so few that the time is neces-

sarily devoted in the main to the study and enforcement of broad principles. The courses which are introduced present, moreover, what are the great interests of the teachers' minds, and are used as a means for the expression of the teachers' best thought. In so far as the teachers are of the right type the prodigality of the courses can be rendered comparatively harmless. And, finally, personality is so dominant in education that students are sure to choose instructors quite as much as subjects, and the quality of the teachers will always prove the element of supreme importance in the classroom. Fortunately, a curriculum signifies little in comparison with the men and women who preside over it.

As the minds of the Faculty of Smith College gravitated to the conclusion that it was desirable to have one course leading to the degree of B.A., they were confronted by the increasing difficulty of directing and limiting the choices of the students in the great number of electives which were open to them. During a whole year the heads of departments were kept busy much of their spare time in educating themselves and one another in the important principles which should have control in a collegiate course of study. The most protracted discussion could not render them harmonious in all of their views, but upon certain points they reached a common conclusion. It was accepted that some studies should be required of all. It is of interest to say here, in passing, that a year's course of lectures and studies upon the books of the Bible has from the beginning been a requirement for all regular students. To this were added some other branches on which it seemed essential to lay especial emphasis. It was also agreed that a certain amount of consecutiveness and thoroughness should be insisted upon in the plan of each student. To know some-

thing of many subjects and to know as much as possible of some one or more subjects seemed a desirable aim. It was, at the same time, considered important to emphasize in some degree the need of variety in the forces which were to work upon the growing mind. How to secure a symmetrical growth for the physical, mental, and moral qualities of the students was discussed for many and many an hour. To secure for the undergraduate the best training and for the departments the best opportunities to prove what they could do was, of course, no easy matter. No college has ever solved the problem to its entire satisfaction. All courses of study are only successive experiments in the effort to cultivate symmetrically developed minds and new experiments are always in order. The plan which was adopted by Smith College in uniting its former courses was announced as follows:

REGULATION OF STUDIES

A year's work is required of all students in certain specified studies. Also, a certain number of papers must be submitted to the Department of English for criticism during every year in which the requirement in English is not taken. . . .

All required studies except Philosophy must be taken in the first two years. The requirements in Philosophy must be begun in either the first or the second semester of the Junior year, and must be continued through two consecutive semesters. When Logic is taken as part of the substitute for Mathematics, it cannot be counted in the requirement in Philosophy.

Every student must pursue a main study which shall consist of related three-hour courses, taken consecutively through the Junior and Senior years, and based, so far as is specified by the several departments, upon preliminary work of the earlier years. Besides the course in the main study, the student must take, in each semester of the Junior and Senior years, two three-hour courses, one of which must be in a subject distinctly different from that of the main study. Other courses than the three thus specified are free electives.

Conditions for unsatisfactory work are given by the teachers

in their respective departments. A student who escapes conditions, but whose work shows a low grade of scholarship, will be informed of the fact. If this low grade of scholarship extends to a majority of the hours taken by a student, her rank is below diploma grade, and she will receive an official warning. A similar warning at the end of the next semester will be followed by loss of membership in her class.

From the beginning of its history Smith College has required of its students a certain amount of physical training. This requirement is stated in the following terms:

Each member of the First and Second Classes is required to take gymnasium work four half-hours a week from November 1st to the spring recess unless excused by the College physician. Juniors and Seniors are required to take four periods of exercise a week of not less than one hour each from October 1 to June 1, and to present reports as may be directed.

It is the purpose of a college curriculum to give symmetry and shapeliness to the work of the individual student, to make it conform to accepted theories, to save it from what are commonly regarded as mistakes and errors. It is also to bring the different students into association with each other so that working together they can work upon each other, and, at the same time, be most economically and effectively aided by their instructors. The prescribed course is all for the sake of regulation, and it is therefore antagonistic to the spirit of individual freedom. The elective system is introduced to encourage this privilege of individual choice. It is recognized that education means the training and enlarging of the individual spirit. We are led, perhaps, to ask the question whether any prescription of studies is desirable. Is not the proper development of each personality a problem by itself, to be solved without regard to any limitations brought over from the past? With an elective system it is not anticipated that one

student will repeat exactly the work of any other. Why expect them to be bound at all by common restriction? Should not each have the fullest liberty to find for himself his own best course?

We have presented to us, then, the alternatives between which we are to find our golden mean of educational symmetry and freedom. Institutions are always wrestling with the problem how to formulate their work, and all of the labor which has been expended for this purpose is a continued expression of the difficulty of deciding how much liberty it is best should be given to the individual. Struggles over college courses are an eloquent testimony to the importance of preserving and emphasizing that liberty in close connection with orderliness and association of effort. The published curriculum of an institution, though it may be taken as the creed of the organization, is yet a superficial and imperfect expression of something which is deeper and more essential. The great question is, What is the spirit of the institution as regards the treatment of individual character? What does it really aim and attempt to do in the development of the personality upon which it works? Every teacher or school or college is the embodiment of certain ideals. In these there is a regal power which controls the regulations and uses them as its subordinate agents. This presiding spirit is, therefore, the element which is of transcendent importance. We always care far more for the spirit of a college or university than for the announcements of its catalogue.

It is in this connection proper to emphasize the fact that Smith College has always striven to limit as far as possible the field of formal regulations. It has been the aim of the institution to preserve for its principles a generous freedom from the thralldom of the letter. It has been reluctant to

accept formal rules unless accompanied by the right of free interpretation in the light of new experience. The announcement was a very familiar one in the early days of the College that it had no rules. It would conduct itself according to recognized principles of good life. As precedents accumulated and tended to grow dominant, there was constant effort to preserve elasticity in their application. So in all things there was a recognized effort to make a plea for the personal equation. In the earlier days of the College, when the number of its students was so small that the rule of uniformity had not become as pressing as it afterwards grew to be, there was especial recognition of the principles that exceptional conditions could be treated in exceptional ways. The growth of the College has brought rules, but they are the outgrowth of actual experience.

In the shaping of the College usage strict uniformity of method was not insisted upon. Each teacher followed his own principles in what he demanded of the students. Examinations were as frequent or infrequent as each might prefer. There was no attempt to stimulate students by prizes or any forms of competition. The subject of consideration was how to direct and utilize the zeal of the students, not how to increase it. Grades and marks were given little prominence. Records were kept which would indicate what the students' work had been, but they were not disclosed to any except the Faculty and were not regarded in a very serious light. They began to be thought of as of serious import when increasing numbers rendered it imperative that a passing grade should be fixed below which students could not be allowed to fall and continue to maintain their class connection. Then it became evident that this was poor service to which to confine the teacher's estimate of scholarship, merely to furnish the wicket gate in

the path to safety, and so the call made itself heard to give larger dignity to the academic grades.

The desire to give to students a generous freedom in their work is further illustrated by the fact that Smith College during most of its history has granted considerable latitude of choice as to the amount of specified work which was to be required. The student was allowed to reduce her hours of recitation, if that seemed to her best, provided she followed a course which received the approval of her class officer. The wish to avoid the rigidity of hard-and-fast requirements alike for all has been part of the College ideal. If the need of more formal regularity has tended to abridge this individual liberty, it still remains true that the spirit of the College has always been in favor of freedom as far as it can be attained, not merely from formal regulations, but from all varieties of outside pressure. To enable the student to find and impose the law within herself was a purpose which the College wished always to maintain.

The idea of establishing for women an institution which should compare favorably with the well-established colleges for men was so prominent in the minds of the Trustees and Faculty that there was little thought given to the question whether the plan should not be even larger than that suggested in the will of Miss Smith. It soon became evident that many of the students would wish to pursue their education further than was required for the degree of B.A., but the College was not ready greatly to enlarge its scope. The increasing number of students seemed, indeed, to make it plain that all of the energy of the instructors was needed for the undergraduate work. This does not mean, however, that the Faculty were not awake to the need of more advanced opportunities. The catalogue gave notice that "Graduates of this College or of

other colleges are received as students in advanced courses with or without reference to the attainment of a degree."

There were a few students who wished to remain for further work, and the College was anxious to encourage them by giving as large opportunities as it could. There were from year to year a considerable number of graduate students, though there was no especial effort made to extend this work.

As the College has become more thoroughly organized and more fully equipped, it has increased its efforts to offer attractions for graduate students. This purpose has, however, never assumed great prominence. But beyond what it has been in a position to do directly in presenting more advanced instruction, it has been eager to encourage its graduates to continue their studies. One of the most interesting efforts for this purpose has been its provision of fellowships. The College is connected with the classical schools at Athens and at Rome, and can give to its graduates the privileges offered by these institutions. It has a like connection with the American School of Archæology at Jerusalem. It can offer also to its students opportunities for advanced studies in the marine laboratories at Naples, Italy, and at Woods Hole, Massachusetts. It gives specific encouragement to post-graduate work in Fellowships which are announced in the later catalogues.

The offering of these opportunities is an emphatic expression of the ideal which the College would hold before the students. This emphasis upon progressive scholarship is, in some respects, a better index of what the college stands for than could be found in any formal statement of the work which is required. A curriculum must be accepted as only a framework. It may impart strength or weakness, according as it is used. It may produce sym-

metry and grace of culture or it may result in unbalanced development and uncouthness of mental attitude. It is the college spirit which is all-important. To train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion, is the purpose of the influences which are brought together to guide the minds of the students. So each curriculum is only for a time, and new plans are continually in order, but they all together constitute what is the real course of study, suggested and defined in the result which the College is striving to achieve.

STUDENT LIFE

By Elizabeth Lawrence Clarke of the Class of 1883

On a night in September, 1875, for the first time the Dewey House sheltered a small group of strangers, strangers to each other, strangers to the place, strangers almost to the idea that had brought them together, and each one pleasantly surprised to find another venturesome spirit. The rooms on the second floor of the house soon had their allotted occupants, and, "by the light of candles stuck in potatoes," these pioneers of the long line of Smith College students retired for the first night — and for them college life had begun. The college girl of to-day would say that there was no life then, and certainly there was no idea of organized society or activity. For the first year any occupation outside of the classroom was but the natural occupation of such a group of girls trying to adjust themselves to new situations. The idea with which Smith College started, of the "cottage system" and so a "family life" for the students, was naturally carried out that first year. One of the earliest catalogues states:

> At the head of each of these households there is a lady to direct its social and domestic life.

And the students of that first fall term pay great tribute to

> the wise woman who made us strange young things acquainted, tempered our stern enthusiasm for study, and gave a little air of home and comfort to that chilly, brand-new, barren Dewey House. . . . She must have thought us a particularly solemn set, in more need of being taught to play than to study. This charming and clever lady, therefore, took us in hand and taught us to play

games — and various tricks of bodily strength and skill — anything to make us relax and laugh. On rainy Saturday afternoons she had a fire in the back parlor and beguiled us with fancy-work and light literature.

This same lady held family prayers at nine o'clock every evening, but this was only continued for the first year, and in the spring term these were led by Professor Jesup, who occupied the small room downstairs for that term, probably the only time any of the men of the Faculty resided in a college house. Receptions were held; but even to the students having as little social life as they did the "receptions" were not considered a blessing. One writes of them:

The young men of the town were invited, as well as the ladies of the town, and we used to sit in stiff rows in the front parlor and always dreaded it. E. and I would engage each other to sit out the time in corners where we could watch and not have to talk.

Certain days that have become college festive days were glimpsed at even then. We find one of the First Class remembering the first celebration of Washington's Birthday, in 1876, when all of the class were invited to supper at a beautiful old colonial house, and Professor and Mrs. Clark and their two nieces received.

We all dressed up as nearly in colonial style as our imaginations and the fragments of our ancestors' wardrobes permitted. Our hosts and hostesses were genial and kindly enough to warm even more difficult subjects than we were into naturalness; the house and its treasures interested us, and altogether we really had a good time.

Another time the whole class was invited by Miss Whitney, who taught French, and who lived in town, to her home to spend the night.

We went to supper, spent the night, and took breakfast, she gave us such nice things to eat, and we slept in four-poster bedsteads.

Another red-letter event of the first year was on the evening when President Seelye took the college over to South Hadley to hear Professor Churchill read at the seminary.

It was toward the end of the spring term, on a mild and moonlight night. We went by the Hockanum Ferry — the whole of Smith College in a barge — and came back by Mount Tom. Mrs. Seelye and Miss Humphrey went also, and we felt so much better acquainted coming home by moonlight across the ferry and through the meadows.

Four afternoons in the week required gymnastics were held at one end of Social Hall. During the first term of the year many an evening had been given up to sewing on the gymnasium suits, while Miss Humphrey read aloud to the "college" gathered in her little room.

We had to be driven out to take a walk — our dresses were literally long, and we had to hold them up with a snap when we walked.

Another writes:

I was at first so opposed to leaving my books, I hid in the closet one day so as not to be driven outdoors.

Letters from home used to go unopened until I could find time to read them.

But the first experimental year passed by — and the fall of '76 added enough more students so that the Dewey House was full. Some of the members of the first two classes lived at home, in Northampton; others in Easthampton and Hadley, going home each night; but students from a distance did not room outside until the spring term of this second year, when one writes:

We had it borne in upon us, by a teacher who had the small hall room in the house, that our room would be very desirable for her, and then her small room could be used for a guest-room, as it had been the first year; therefore, we left the Dewey in the spring vacation and succeeded in finding a place in town where they would

take us to board. This was not easy, for Northampton was then a small conservative New England town and the people did not "take boarders," and we were thus the first college girls to go into town to board.

Sometime during this second year we have a record of the first two dramatic performances, *Twelfth Night*, and *The Captives*, of Plautus, given in English, that started such a long line of these activities. Probably the first of the two was *Twelfth Night*, which was given in the parlors of the Dewey, and ladies from the town invited. One, who is now president of a college, took the part of Malvolio; she wrote of this:

I should say, without being entirely sure, that we gave *Twelfth Night* before we gave *The Captives*, of Plautus. I remember that I was at much pains to procure a pair of yellow stockings which you remember figure prominently in Malvolio's costume, decorated by the renowned cross-garters. I could find no yellow stockings in town, and so bought a pair of white ones and dyed them myself with aniline dye. Having had no experience, I dyed my hands as yellow as the stockings. We were reading Sophocles' *Electra* at the time, and the textbook we were using was a bright green. Professor Mather, of Amherst, was our teacher, and the girls remarked the next morning that I could have said what I pleased in my recitation, as the Professor was so fascinated by the color combination of my yellow hands and the green book that he noticed nothing else.

The Class of '79 were reading Plautus' *Captives* between February 17th and March 12th as notebooks of the day record, and after they had finished the reading, "in lieu of an examination" gave a representation of the play in English in the Dewey parlors. We wonder with this early precedent that the later student has not demanded credit for taking part in dramatic representations; and were the marks of those students based on their literary or dramatic power?

The atmosphere in the Dewey House was quite changed

after the first term of the first year — the experiment of a housekeeper with a separate person for the social side of the home life had not proved as successful as had been hoped. Even in the Christmas vacation of the first year a change had been made, and, while Miss Humphrey remained as "teacher of history and social culture," Mrs. Hopkins had come as the first "lady in charge" of a college house. The title in every way befitted her — for she labored to add "to scholarship, to womanhood, for her dearly loved charges, the old-fashioned and rare qualities of the true lady." From January, 1876, till 1890, Mrs. Hopkins was an officer of Smith College, and no words can express the moulding influence she had in innumerable ways on the growing life of the student and the College. A member of the Class of '80, writing of this second year of the College, says:

> Mrs. Hopkins' idea of what it was proper to do on Sundays seemed to us rather puritanic. She frowned on walking merely for pleasure, but approved of our going to neighboring villages to church, even when it made us late to dinner. We always found a hot dinner waiting for us. She always made for that day a particularly pretty dessert herself. No visitors from outside were expected Sundays. It was a great breach of propriety if any Amherst friend called on that day.

When September, 1877, brought forty-two new members to the little community, the responsibilities of the pioneers who were now Juniors seemed very heavy. The new Class filled the new Hatfield House, and so courtesies could be extended from one house to another. Class organizations came in — '79 cannot remember that they organized until their Senior year, though as a class they met together and discussed the serious problems that confronted them — but '80 had chosen a President their first year and held regular meetings during their four years. The Class of '81

started more vigorously with officers and a class color — sage green — and one of the members of the Class, writing of the time, says:

Class feeling was strong and was emphasized by the divisions made by the houses.

In a diary of a member of the Class of '81, we perhaps find the first record of a Mountain Day, the holiday which is known to nearly every New England college, but not much beyond that boundary apparently.

October 6, 1877. Nineteen girls to-day went on an excursion to Mount Nonotuck, and we all enjoyed it very much. Registered at the Eyrie House, and got a magnificent view of the surrounding country. With the glass we could tell the time on the College clock.

This same journal, which is extant for all the four years from the fall of 1877 to June, 1881, is very interesting reading and gives side-lights on the growing life, yet the entries to the girl of to-day would seem serious. Long reviews of the sermons heard — quotations from Class discussions — work on essays and examinations, rather than "activities," fill the pages.

Oct. 18. Wrote a wretched Algebra examination. . . . Oct. 23. Algebra is bad, just begin to realize it. . . . Am twirled up as to the head and furthermore disgusted with Algebra, especially Logarithms. Nov. 27. Began review in Algebra. Went out rowing with. . . .

So the trials of "Freshman Math." are not new. Yet we find some bits of "life":

Mrs. Richards came up last night to see if there was not too much air in our room!! Did she not remember that our light was not out at ten the night before? However we mean to be pretty good girls.

Nov. 3, 1877. The day marks an era in our college year by being an absolute holiday — the first one we have known.

Perhaps this was then the first Mountain Day rather than the earlier.

Another picture of the time is given by another member of the Class:

> There was no choir, and the piano led the singing — this for the chapel exercises. About twenty Juniors and Sophomores sat on one side and some forty Freshmen on the other. Social Hall also served as our gymnasium four afternoons in the week. The chairs were piled in the rear and gymnastics after the Dio Lewis system were drilled into us. . . . We had a steady diet of five hours a week each of Latin, Greek, and Mathematics, with a Bible lecture on Saturday for variety. We had no English nor any teacher of English. The President gave lectures on English Literature to the Juniors, but it was not until the next year (1878–79) that we had a resident teacher of English, and at the same time a little room was fitted up as a library.

The Class of '79 had had a Literature Club. One of '80 writes: "We had a Waverley Club of our class in the house, where one read aloud a Waverley novel while the others sewed"; but the first College society was organized by the Class of '81 in the winter of their Freshman year.

> On Saturday evening, January 19, 1878, the Class of '81 of Smith College assembled to organize themselves into a literary society. . . . Miss W. opened the meeting with a few appropriate remarks explaining the object of the meeting. . . .

Committees were appointed and officers chosen, and the meeting adjourned for one week. In the minutes of the second meeting we find:

> The Chairman of the committee on the name being then called upon for her report stated that they had not as yet been able to find an appropriate name. The committee were instructed to continue their deliberations until they should accomplish the task assigned them.

This they did, and on February 16, 1878, they brought in several appropriate names for the consideration of the society, and the name unanimously chosen was "The Alpha

Society." "This name was considered particularly appropriate to the first society of the kind formed in the College." It was voted that the meetings should be held every three weeks — a committee was appointed to choose a motto, resulting a little later in the choice of "Cur Non" — why not a society for us if similar societies existed in the men's colleges? Meetings were held nearly every three weeks with simple programmes of music, reading, recitations, etc. At the meeting of April 4th, *The Chip Basket* made its initial appearance, and this collection of original papers and poems grew to *The Alpha Paper*, the progenitor of all the student publications of the College. The final meeting of the year on June 15th was an open meeting at which the diary above referred to says:

> Last night the Alpha entertained the Dewey Blossoms over the way with the following programme.

One part of this programme consisted of tableaux illustrating "Songs of Seven" for which the President's children were borrowed.

There could be no Commencement exercises in June 1878, but

> the President made us a pleasant little address at the last chapel exercises felicitating us and himself upon the successful year's work, and the prosperity of the College, and the good things to be expected next year. In the afternoon he gave us a lawn party, when we were introduced to the Trustees and other distinguished friends of the College, and we enjoyed our collation to the accompaniment of the hammers and trowels at work on the Washburn House.

The fall of 1878 found the College full-fledged with four classes, a total of 138 students. "The campus began to seem inhabited." At a special business meeting of the Alpha in the May previous it was voted that:

Sometime within the first two weeks of the fall term a reception be given by the society to the incoming class, that they might be made better acquainted with each other and with the upper classes than had been the case when '81 had entered.

This was evidently carried out, as the diary records: "September 27. Excitement of the reception all over"; and thus the long line of "Freshmen Receptions" began. But the Class of '82, to the number of forty-five, with one stray Senior who had "moved in" and filled the New House, as the Washburn was called for all of its first year, did not wait for that reception to find themselves.

Getting acquainted staved off homesickness for one day, but by the second evening some few faces began to lengthen; whereupon three or four choice spirits surprised the all-too-subdued gathering in the parlor with a pantomime representation of Lord Ullin's daughter. The higher the plaid-shawl waves rose about the clothes-basket boat, the merrier became the spectators and homesickness vanished. . . . There were no traditions to hamper these newly arrived students, and so they determined to establish their own precedents. Consequently, on the second Saturday night of the term, it was voted at a regularly called meeting of all the dwellers in the New House that a society be organized to be composed wholly of residents in the house.

Thus was the Olla Podrida born,

the name expressing the character of the society, since it was the intention to spend an hour or two of each Saturday evening without a thought of serious purpose, but with a bit of this and a bit of that which might prove entertaining and productive of fun pure and simple.

The "life" was beginning as these students tried to forget the idea that they were pioneers in any cause; they left that to the upper classes and began to develop in a freer way.

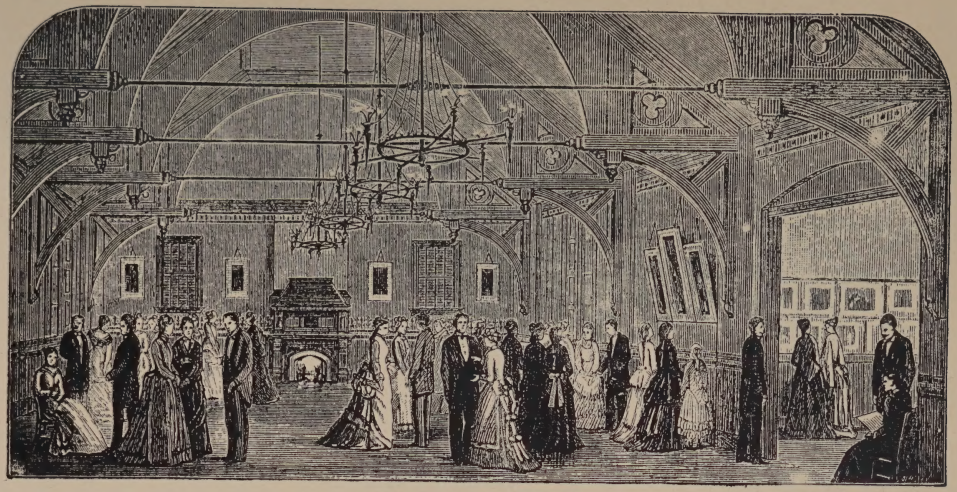
Even '79 must have felt the younger influence and limbered up a little, for one of the Class records that in their Senior year they

got permission from the President to have Mr. Riley, a dancing master of Springfield, come about once a week and give us dancing lessons in College Hall.

Then, with the first Commencement exercises and Baccalaureate, when it "rained most terribly," the First Class of eleven students left the College.

Another fall brought another "new" house, and another class numbering ninety-two. Now the "precedent" *was* established; at once the Hubbard House had its society, and the "Tertium Quid" joined the line of societies literary or dramatic that reach from those days to the present.

No new house was built the following summer, and so, when with the fall of '79 an entering class of seventy-five was registered, they could not all find places in the rooms made vacant by the graduates, and were necessarily placed about in the different houses. Each other entering class had been practically in a "class house"; thus at once class organization took on a different phase, but there was no longer any question of not having an organization. From this time on, every class assumed its privileges at once, and continued to do so until the large number of entering students rendered the calling of a class meeting by any individual or group impracticable. About 1900, at the suggestion of the Council, the president or vice-president of the Junior Class called the first meeting of the Freshmen and assisted them in their organization. Later, the custom was established of having the President of the Council preside at all meetings of the entering class until, after the Thanksgiving recess, its own officers took charge. The Class of '82 must have found the reception offered to them by the Alpha an advantage, for with the next fall we find them sending invitations to each member of the new class. "The



RECEPTION IN THE SOCIAL HALL

ART GALLERY AT THE RIGHT

members of the Class of '82 desire to meet you at Social Hall Wednesday evening, September 17, 1879. Eight to Ten," reads an invitation preserved in a memorabilia book — which goes on to describe the evening:

> After donning their Sunday gowns, the Freshmen went over in a body to Social Hall, and at the door of the same were met by Sophomore ushers who pinned a petite bouquet upon each Freshman and then escorted her to the President and Vice-President for presentation. After that she was taken around the hall, and then there was dancing, and it was strange dancing, some of it, and at ten they all adjourned to the Hubbard and after a short "talk over" all retired.

'83 followed the example set them, and from then on the Freshman Reception given by the Sophomore Class was established.

Meantime the Alpha Society, by its method of electing members from the succeeding classes, was establishing itself as a College literary society, rather than a class or house society as the Olla Podrida and Tertium Quid always remained. The Alpha fitted up a reading-room in College Hall, and was thereby allowed the use of the room for meetings, the only drawback being the lack of a piano. But with the prospect of a gymnasium, another move was made, and a committee appointed to confer with the President about fitting up a room in that building for a society room, which was done, and the meetings were held there for six years when yet another advance was made to the room which had been the Laboratory, left free by the building of Lilly Hall, and "cold nights in the Gym" became "a thing of the past."

Athletics

The required gymnastic exercises have been referred to — but these were required only for the members of the two

lower classes, while exercise for the Juniors and Seniors was confined to "random walks" and no record kept. One old flat-bottomed boat could be found on Mill River and "hired." One member of '81 records: "I was about the only one who went rowing much, but I often invited some other girl to go with me." With the spring of 1881, and the arrival of a young professor straight from Johns Hopkins, we find the record of the first outdoor sport — thus from the start were the athletics "under the direction of the Faculty" so that the desired "coördination between the practice and the educational side of athletics" might be referred to *in theory*, though the personality of the instructor was such that that side was not uppermost in the student mind. Tennis was just being heard of. This professor had played during the winter in Baltimore, and, wanting exercise for himself, he frankly admits, as much as for any other reason, he interviewed the President with respect to marking out a court on a part of the campus. Permission was rather hardly obtained — for it was an innovation and perhaps a manly one — but the first court was marked out in front of the Hubbard House, and twelve "young ladies" from the Class of '83 invited to form the first tennis club. A record of the time shows: "June 2, 1881, 12 of Hubbard House buy a tennis net." There is scant time between that date and the Commencement season for instruction and practice, but it must have been vigorously carried on, for though the same instructor did not return the following fall, yet we find three tennis courts marked out on the campus. A year later, on October 28, 1882, the record of the "First Tennis Tournament. Admission two hairpins!" — for were these not in great demand to pin down the tape? — the only marking allowed that the lawns might not be spoiled! November 15th of the

same year records an "open tournament," and there were sixteen entries, two of these being of the masculine persuasion — one a doctor in town, and one who still holds a position on the Faculty. That the game must have been in its initial stages is shown by the entry on equal footing of student and Faculty; the prize, a white ribbon badge with a tennis racquet painted upon it, was pinned upon a Senior. But the College was now ready for some outdoor "life," and two years later, we find: "Tennis reigns supreme — court after court crowds every bit of front campus." Small tournaments were held each spring or fall with more or less College recognition — class tournaments developed and the College championship in singles and doubles evolved. With the spring of 1893, we find an agitation for an athletic association.

> An athletic association is being planned and we hope it may be in working order before the tennis season comes. (*The Alpha Paper.*)

In *The Monthly* of October, 1894, the organization of the Gymnasium and Field Association is announced and the list of officers printed. The catalogue of the fall of 1895 recognizes the Gymnasium and Field Association,

> open to all members of the College under the direction of the Department of Physical Culture, the aim of which is to cultivate interest in physical education and outdoor sports.

Tennis is still the only sport for which there is room on the campus, but boating is being recognized, and in 1896 we find that the fees of the members of the Gymnasium and Field Association are used for improving the tennis courts and building a boat-house.

The original gymnasium had been outgrown, and in 1891 the Alumnæ Gymnasium was opened and basket-ball was

introduced. The first basket-ball teams were those of '95 and '96, and the first game, played March 22, 1893, between the Sophomores and Freshmen, resulted in victory for the Sophomores. Henceforth basket-ball took a prominent place in the athletics, and Class teams and sub-teams were rapidly developed. Indeed, the interest became so great that the gymnasium work seemed likely to be regarded only as a preliminary to training "teams," and therefore in 1900 the exhibition of gymnastic work, which has taken place annually at the close of the winter, assumed a new feature in the competition for a silver cup to be awarded to the Class scoring the greatest number of points in floor work, marching, running and apparatus work; dancing being added later.

Some opportunity for golf had been furnished by the opening of the Warner Meadow Golf Links in the town, students being admitted on generous terms. A golf club was organized in the fall of 1897 as a part of the Gymnasium and Field Association — and the following year the students showed their coöperation with the town members by helping to raise the money for a club house. But this field was far from the College, and there was no room for golf on the campus. Indeed, the campus was fast vanishing. The accession of five more College houses and the Alumnæ Gymnasium had largely done away with the possibility of tennis on the campus, and instead of the three hundred students of the days when tennis started, there were now one thousand. Surely an athletic field seemed a necessity! In the fall of 1901, hockey had been introduced — and this same fall for the first time the catalogue announced that, in addition to the required gymnastics for the First and Second Classes, they and the Juniors and Seniors

are required to take four periods of exercise a week, of not less than one hour each, during the month of October and from the spring recess to June 1. Records of exercise are to be presented.

On October 6, 1904, the College world rejoiced in the announcement of the gift of over $15,000 from the father of a Sophomore to purchase a plot of about nine acres sufficiently near to the College for an athletic field. The ground was rapidly developed, a house existing on the ground was satisfactorily remodeled into a club house, tennis and basket-ball courts were laid out, a hockey field provided, room found for clock golf, volley-ball, archery, and even croquet. In the fall of 1906, the Allen Field was ready for full use and all athletics found a home, and waves of enthusiastic appreciation were sent westward to the donor. In every spring and fall the field is now a busy spot, each Class has its representative for each sport, preliminaries are "played off," and Field Day when the finals are decided has become an annual event. The first Field Day was May 27, 1908, when the finals in hockey, basket-ball, archery, cricket, tennis, volley-ball, clock golf, and croquet were played. So close was the competition that the silver cup offered by the association to the Class winning the most points, "to arouse more interest in all the sports at the field and not only the interest of the girls who are fond of athletics," was secured by the winning of the game of croquet in which the Freshmen defeated the Seniors. On Field Day insignia are awarded to those making the "all Smith team" in the major sports of hockey, basket-ball, and cricket, while the greatest prize in the eyes of the athletic student is the winning of the "S" which is awarded each year to four students only. The choosing of the four is made by a committee consisting of three members of the Physical Training Department and four stu-

dents, appointed by the Head of the Physical Training Department and the President of the Gymnasium and Field Association.

Students selected for this honor must be in good and regular academic standing. They must be taking work in the gymnasium. They must show ability and interest in at least two sports. They must possess the power of mental and physical coördination, i.e., poise and self-control. They must be characterized by good carriage and neatness of appearance. They must have a right attitude toward athletics and hygienic living.

Senior Dramatics

With the interest in dramatics, and the custom of the students of taking no part in the Commencement exercises, a desire to show their dramatic powers to their parents and friends present at Commencement early began to make itself felt among the undergraduates. In the spring of 1883, we find the record of a class meeting at which the subject of giving a play during Commencement Week was discussed at length, and the decision arrived at that a play must be given if the President's permission could be obtained. The records tell of the appointment of our prettiest ambassadress, to ask the President's permission, and of priming her with answers to all objections. The ambassadress was successful, and she writes of her experience:

I well remember how I faced him alone. He was averse to "establishing the precedent" of Senior dramatics. So I remember I sweetly assented that it might not be wise to have Senior dramatics *officially* — on the grounds and with published programme — but I suggested that, if we did not act as a Class, or an institution, all would be well. If a few individuals went to a *private* house and had an informal little play, there could be no objection to their parents' witnessing it, could there? I asked innocently. I shall never forget the smile with which he acknowledged his surrender — "Ah, Miss M.," he said, "you are a person of many expedients!" — and he yielded the point. His smile was wonder-

fully expressive, as you can see from the way I remember it athwart these many years.

A loyal friend to '83 in the town came to the rescue of the Class and offered her parlors — and preparation of the operetta, *The Gallant Garroter*, published in *Harper's* for June, 1880, went on apace. The parlors were small and could accommodate only the immediate families of the Class. A dress rehearsal of the operetta was given for the College in the gymnasium on the evening of June 6th. A memorabilia book of the time says:

June 6 was hot and I worked in the hot *Gym.* from 2 until 10. Was on the decoration committee for *Gallant Garroter.*

The performance itself was given at 3 P.M., June 19th. After the presentation

the procession went from there to the back campus — the entire property being carried by two Fathers in the laundry basket of Sally Soapsuds — to the spot where we adopted our Class Elm.

With this very small entering wedge the next class was able to make a distinct advance, and '84 presented an original operetta, *Babette*, written by a member of the Class, set to music of well-known old songs, given in the gymnasium on June 14th, Saturday evening of Commencement Week, thus getting official recognition as a part of the Commencement exercises. The custom was not fully established, however, for the Class of '85 voted "to give a party instead of a play," and on Saturday of their Commencement Week they entertained their families and friends in the Hatfield House parlors. During the winter of '85–'86 one of the Faculty had interested himself and amused others by taking composite photographs of a class, or a club, or a group, and it is natural, therefore, to find that the Seniors of that year gave an original play, *Composita Octogenta Sex*,

on the evening of Saturday, June 19th, in the Gymnasium entirely for Commencement guests, a previous performance having been given a little time before for the College. The Class of '87 record with some chagrin that they were "unable to give an original play — but presented *Quips and Cranks*, a comedy in three acts in the old Gym, on Saturday evening for Commencement guests." With 1888, we find the last original play, *Schemes and Counter-Schemes*, and a well-established custom of an early performance for the College and a regular Saturday evening entertainment for the Commencement guests. This year notes the first appearance of the Glee Club as a part of the entertainment. There had been singing — how could it be otherwise, in a college with the Music Department on such a recognized footing? — indeed, concerts by the College Quartette, one member of '81, one of '82, and two of '83, are recorded earlier — but with the Class of '88 started the Glee Club as an organization with life enough to pass on for all time.

With the Class of '89 the dramatics took on a more ambitious character, and received full College recognition and support. The play for that year was the Greek play of *Electra*, and was under the supervision of the head of the Greek Department, with Mr. Franklin H. Sargeant of the American Academy of Dramatic Arts, as trainer, and with the music written by the head of the School of Music. Two performances were given in the Opera House the Tuesday and Saturday of the week preceding Commencement. '90 presented a dramatic interpretation of the Book of Job, for which music, written by the head of the School of Music, was produced with the assistance of an orchestra from outside. Owing to the expense attending the services of the orchestra, a full rehearsal was only possible in the afternoon of the same day as that on which the evening

performance was given. In '91 we see a move to the Academy of Music, and the *Spanish Gypsy* delighted the audience.

With the Class of '92, we begin to find Faculty votes with regard to the production and evidently the feeling that the productions have been growing too elaborate.

March 14, 1892. If Senior dramatics are given at all at Commencement, they must be given on the College grounds after this year.

This is a queer reversal from the first year when they could not be *allowed* on the College grounds. This class presented *Colombe's Birthday,* and employed Mr. Young — in later years so well known to every Senior Class — as trainer. The production proved so expensive that the Faculty vote, as recorded, was passed. The alumnæ had now presented the College with the Alumnæ Gymnasium, and for the Class of '93 that was considered adequate for the dramatics. "*For*" the Class, perhaps, but not *by* the Class, for, with the seating of the Academy in mind, the flat floor of the gymnasium in no way seemed adequate to the Class dramatic committee, and raised seats were built in, with the result that the expense was greater for the production of *Athalie* in the Gymnasium than it had been in the Academy. On September 27, 1893, therefore, we find the Faculty adapt themselves to the circumstances, and permission is given "to give the plays in the Academy of Music — limit of expense to be $600." Under this ruling, '94 presented Hardy's *Passe Rose* dramatized by four members of the Class.

With the presentation of *A Midsummer Night's Dream* by the Class of '95, the long line of Shakespearean productions begin — to be broken only twice in the years up to 1916. It seemed a very ambitious undertaking to present a Shakespearean play, and comments were not lacking. One

New York journal under date of June, just before the production, contains the following:

> To render Shakespeare's masterpiece in a sincere, consistent, and intelligent manner, and to invest the performance with a true Shakespearean atmosphere, will be an achievement highly profitable to them, and highly creditable to the College. It will also afford a strong justification of the system of college dramatics practiced by them.

The College *Monthly*, in the October following the presentation, says:

> The most interesting feature in the presentation of the play to a college girl was imperceptible to an outsider. We mean the spirit in which the whole Senior Class worked for the dramatics. The play drew them together. It made the Class a unit. It represented the whole Class. The girl who tied up other people's sandals and held pins and ran errands made the play a success as much as the cast or the committee. It was this *esprit de corps* that the College girls clapped and admired.

And it is this spirit of loyalty to the Class — brought out in ways too numerous to record — that by some must be recognized as a justification of the effort involved in such productions.

The two exceptions to the Shakespearean plays are *Sakuntala*, the Sanskrit drama, the English version of which was dramatized by a member of the Class producing it: '04; and Ibsen's *Pretenders*, given by '08.

The development found in the dramatics from 1895 to 1910 is in the number of performances allowed, showing the increase from a single performance with a dress rehearsal to two, and then to three, performances with a dress rehearsal, made necessary by the returning alumnæ and the increase in number of Commencement guests; and in the noticeable increase of student work in the musical side of the programme both in composition and production.

No new house was erected on the campus between 1879 and 1889, but the Tenney and Stoddard Houses off the campus had been adapted to student use, and the students in these houses, uniting with those of the Dewey and the Hatfield, formed a fourth dramatic society — the Sarm Ganok. House dances and receptions alternating with dramatics began to fill the students' evenings. Then the departmental clubs, starting in 1887, claimed evenings, and with each new house erected on the campus, another group was established which must have its yearly reception, dance, and play. With the greatly increasing number of students, Alpha found that it could not claim for itself all "the most desirable" students without creating too large a membership, and accordingly in 1892 chose five of its Senior members to go forth and form a new society. There was much discussion in Alpha meetings as to whether the new society should be "chiefly literary," "political and sociological," "debating," "like the Alpha," or "unlike the Alpha"; but that it should originate through the Alpha was determined. Senior volunteers were asked for, and by vote five were selected who in January left to form the Phi Kappa Psi society. A contribution was made from the treasury of the Alpha to finance the new society which started with practically the same objects and ambitions as the mother society. "The amicable relations of the beginning," writes Miss Fallows in *Scribner's* for July, 1898, in an article on "Undergraduate Life at Smith College"

> were not always strictly maintained when Phi Kappa Psi became as large and strong and popular as Alpha itself, but the rivalry between them is for the most part good-natured. . . . Freshmen were at first admitted, but later the two societies agreed not to elect students until after Christmas of their Sophomore year, to limit the number to five, and, that the game might be fair, to take

first choice alternate years. The societies are *not* sororities and are semi-secret only.

The change from three terms, with examinations at the close of each term, to two semesters and mid-year examinations was made in 1894, and the first mid-years were held in the week from January 24 to 30, 1895. The Class of 1898 were the first "to pass through the fiery ordeal as Freshmen." The historian of their Freshmen year writes:

It was hard on us as Freshmen, lacking the wisdom of the haughty Sophomores, the easy carelessness of the Juniors, the superior dignity of the Seniors, and, indeed, we have shown a weakened constitution ever since — a falling-off, so to speak.

The change affected the students' time-table in every way; the social as well as the academic activities had to be readjusted. In *The Monthly* of February, 1896, we find the following:

At a meeting of the Conference Committee with the House Presidents, an attempt had been made to work out some principle whereby the number of entertainments given by one house in a year can be regulated. This plan has met the approval of the House Committee — of the three entertainments, a lecture, a house dance, and house dramatics, only two shall be given by one house in a year, but the combination shall never be a lecture and dramatics. This regulation cannot go into effect until next year.

A few years later, in *The Monthly* of March, 1899, we find the students themselves again taking the initiative in an effort to solve the problem, and also to extend certain of their campus privileges to the large group of students living off the campus:

Since the off-campus population has grown so large, and has come to constitute such an important factor in the social life of the College, it has seemed to the Council that the campus houses have of late had an unfair advantage in the use of the Gymnasium for dances; so, after consulting the House Committee, we called a meeting of the presidents of the campus houses, and suggested to

them that a new regulation be made, limiting their privileges and giving the off-campus students more frequent opportunities to use the Gymnasium. Accordingly, it was decided that campus houses which have dramatics shall not have a dance the same year. The vacancies thus made shall be filled in with dances given by the off-campus students who are not allowed to use the Gymnasium for dramatics.

By the time that there are fifteen campus houses, and a year's calendar must provide for about eight house dances, four house dramatics, and six to eight house receptions, still further adjustment is necessary, and with '08 the house dances merge into "group dances," while the whole student body of the three upper classes is divided alphabetically into four divisions and "we now dance geographically and play alphabetically."

On a certain evening all girls living in the Tyler House or immediate vicinity dance, on another evening all the girls whose names begin with A, B, or C give a play. It is a novel way of grouping girls for coöperative work and a very democratic method, for stars of even the greatest magnitude have initials that run the whole gamut of the alphabet. (Senior Class History of 1909.)

Another writer [1] bewails the necessary change as follows:

"O Tempora — O Mores"

Who is this that I now see,
Making frantic love to me?
It's a girl in Section A
I've not seen before to-day!

Oh, to act in Section C,
Where the leading man will be
My own room-mate, whom I've known
Ever since I came from home.

But all joys like that are dead —
I must love this girl instead,
We are both in Section A,
Utter strangers till to-day.

[1] M. E. Luce, 1910.

The plan had the advantage of giving an opportunity to every girl to try for a part in her own division, and it equalized the privileges of the off-campus and campus student. Each division presented a play during the year, the order of first presentation rotating. The arbitrariness of the divisions was somewhat softened by the acceptance of names for the four divisions, and while the "Olla Podrida" and "Tertium Quid" are no longer known, "Cap and Bells," "The Players," "Sock and Buskin," and "The Mummers" delighted the College audiences and perfected the student actor for the Senior play.

Departmental Clubs

With the opening of Lilly Hall in the fall of 1886, and with the change from the single course of study leading only to the degree of B.A. to the three courses leading respectively to the degrees of Bachelors of Arts, of Science, and of Literature, the growing scientific departments were strengthened. They now had a home of their own, and it is not surprising to find the first departmental clubs starting in the scientific departments. Even before the opening of Lilly Hall (in the winter of 1884–85), the students in the Biological Department had started a club, and had held meetings and invited lecturers from outside. In February, 1887, the students in the Departments of Chemistry and Physics organized the Colloquium, of which the first members were from the Classes of 1887 and 1888. The meetings of this society were held regularly twice a month, and perhaps the open fire and the "Colloquium coffee" were as fully appreciated as the papers and discussions, though one of the early members writes that "these discussions — guided by the head of the Department — always tried to bring out questions of real practical interest." In these

two clubs the president of the society was the head of the Department, the secretary and treasurer being elected from the students, a practice which was not always followed as other departmental clubs were formed, and was not in the Biological Society after 1893 or 1894. During the winter of 1889, several lectures were delivered under the auspices of the Colloquium by scientists from other colleges. These were for the benefit of the chemical and physical library. The College calendar was not as full then as it later became, and with these flourishing examples we naturally find the students of other departments wanting similar societies. The Voice Club and the Greek Club were organized in 1894, the Philosophical in 1895, Oriental in 1896, Mathematics and Telescopium in 1899.

The Glee Club had made its appearance with the Class of 1888, the Banjo and Mandolin Clubs followed in 1894, and the Clef Club in 1900. Even the student body felt the need of a halt in the march, and a writer in *The Monthly* in 1899 voices the cry:

> How am I to get all of these things done, and when shall I ever find time to rest? Scarcely a department or an evening but now has its club.

At the same time, the educational side of the departmental club is recognized:

> These clubs are valuable from an academic, a social, and even an æsthetic point of view. They stimulate interest in class-work and increase our knowledge of the subject. They promote social intercourse between many girls who would otherwise not be associated. Their disadvantages are that they take time. The rapidity with which they have of late increased suggests the danger of their disadvantages overbalancing their advantages.

Yet the pressure is not resisted, and the Modern Language Departments with "La Société Française" (1900), "Der Deutsche Verein" (1901), "Il Tricolore" (1903), and "El

Club Español (1904) add their quota, while in 1900 the Physics Club started its existence, and in 1908 the Studio Club provided for the Art student.

In the catalogue of 1902–03, the departmental clubs receive official recognition, and their aim as there stated is to supplement the classroom work, secure lecturers from abroad, and to stimulate an interest in the wider aspects of the work of the departments. Membership in the clubs is by election, to which students of approved standing are eligible. By this time the College world felt that there was too much demonstration being made in taking girls into societies, and that, in order to maintain the societies on a high level, some limitation of the number of departmental societies to which one student should belong must be made.

Various suggestions for methods of limitation were considered by the Council, which recommended that a student be allowed to belong to not more than three departmental clubs at the same time, and recommended also a method of registering all the activities in which a student might take part. In May, 1906,

> a mass meeting of the student body was held to discuss the Council's suggestion in regard to major and minor offices. It has been felt that too much work has been put upon a few girls, and that several offices in College or Class, whatever they may be, demand more time than should be required of any one person. There seems to be no reason why the work attached to these offices should not be more widely distributed. (*The Monthly*, June, 1906.)

The attempt was made to assign a certain number of "points" to the various positions in the non-academic world, a "point" meaning an hour a week of time devoted to the furtherance of the duty covered. The allotment was difficult to make, as the same position might involve more time in the hands of one student than in the hands of

one of a different type; but, with readjustments being made as time went on, it has, on the whole, helped in a great degree toward equalizing the amount of time spent by the student body in the outside activities. No student is allowed to carry over ten points at any one time, with a few exceptions where a position is to be a very temporary one. When such an office is accepted, the student must withdraw from active work on one of her former positions during the time that the temporary work is demanded. When election to an office brings the number of points above ten, the student must decline that office, or, what more frequently is the solution, resign from some office already held — since the later position is usually the more desirable. This frees positions for other students, and a greater distribution is the natural result. Such a control of the situation could only be made by the student body; that is, by the Student Council through a committee in each Class appointed by the President of the Council. Later the keeping of the record of the points became the duty of the Vice-President in each Class. The Student Council thus referred to, is a group of ten or eleven students, the four acting class presidents, three other councilors from the Senior class, two from the Junior, one from the Sophomore, and the President of the Association for Christian Work.

Publications

We have referred to the *Chip Basket*, which made its initial appearance in April, 1878, at an Alpha meeting; this was very soon called *The Alpha Paper*, and for a time its reading was a part of every meeting, then of alternate meetings. In 1881, a collection of the papers was printed under the title of *The Alpha Paper*, and soon after that *The Alpha Quarterly* regularly made its appearance. But a

desire was making itself felt for a more distinctly College paper, and the subject furnishes many a classroom debate and campus discussion. In the third week of October, 1893, the first board of editors for the *Smith College Monthly* was appointed, and the first issue, October, 1893, appeared a little later. The Alpha and Phi Kappa Psi Societies (March, 1893) had voted to give up their *Quarterlies* in order to make room for *The Monthly*. The first number outlines the policy of the publication which has been adhered to ever since:

> *The Monthly* will be devoted to the literary work of the undergraduates, college stories, verse, literary and journalistic sketches. The Contributors' Club will consist largely of shorter papers in lighter vein.... The Alumnæ Department speaks for itself.

The Monthly was the logical outcome of the Alpha and Phi Kappa Psi papers and the oldtime *Alpha Paper*. From the very first, no advertisements were allowed, and the editors, therefore, had the financial problem of making their subscription list large enough to meet all expenses. *The Monthly* was issued the 15th of each month from October through June. The editors were chosen near the close of the year from the incoming Senior Class, and had charge of the last two issues of that year and eight numbers of their Senior year, so that the paper was practically in the management of the Senior Class. Its editorials and its "About College" department reflected the attitude of the student toward the College world and its customs, as the many quotations used in the preparation of this sketch bear evidence. The alumnæ in 1909 outgrew their allotted pages in the Alumnæ Department and established *The Alumnæ Quarterly*.

By 1902, it became evident that some regulation was needed to control the accounts of College activities sent

to local papers by the undergraduate; for, with the desire on the part of a student to help support herself by writing and with the paper wanting only the lighter side of College life, misrepresentations were pretty sure to occur. In October, 1903, the Press Board was organized, its object being —

> to regulate the relations of Smith College and the Press by assisting the student reporters to obtain accurate College news and to prevent the publishing of accounts which in any way misrepresent the College.

From its start, the Board consisted both of newspaper reporters and College reporters, the latter group being responsible for collecting reliable College news which the former are then allowed to send to the press. In the fall of 1907, the President of the Press Board made each member of the Board responsible for a certain phase of College activity, and the Board as constituted to-day has about eighteen such reporters who collect and file the news in the Press Board room. From this, after it has been supervised by the News Editor, the various newspaper reporters may cull and send to their respective papers. In April, 1908, an advisory committee of three members from the Faculty was appointed, on whom the students might rely in any case of emergency, but it is seldom found necessary to consult them.

Even as *The Monthly* was a natural outgrowth of the earlier society paper, so in the winter of 1910–11 *The Weekly* was the natural solution on the part of the student body for a paper which should be issued more often and give daily record of College life, its calendar, its advance news, and its criticisms on College current events. The *Weekly* Board comprises members from the three upper Classes and the different positions are filled by competition.

An account of the life at Smith would not be complete without some description of the two distinctive College holidays which existed from the very first year — Mountain Day, when the College goes "abroad," and Washington's Birthday, when the College is "at home." On Mountain Day the College is a rather large family out for a picnic — and being so large, it is naturally divided and subdivided into manageable groups; but the girl who stays within the College walls on that day is the rare exception. For the first few years the date was appointed with regard to the weather, the day being chosen in early October. As Wednesday and Saturday were half-holidays, the day selected was Thursday, and, if Thursday were stormy, the holiday was the following day. As the students increased in number, this sudden adjustment of class-work or holiday was found impracticable, and in 1887, for the first time, the day is regularly printed in the catalogue as "Holiday (Mountain Day) Thursday, October 13." Thereafter in each annual catalogue, with only four exceptions, it is always printed; the date being the first, second, or third Thursday of October with the preponderance of the second Thursday. In the early days, the expeditions were on foot or with any available "carry-all" — and the term was appropriate; later, the trolleys enlarged the possible circle of available picnic spots, and to-day the automobile brings rather a different feature into the celebration. A member of the Class of 1896, writing of her college days, says:

I want to say how much we enjoyed Mountain Day, and, though the girls enjoy it still, we of the old time think we had a greater pleasure in it because there were no trolley cars, and we could not so easily go out into the country on free afternoons, and Mountain Day meant horses and wagons and an old-fashioned drive. The trolley began to run to Easthampton before '96's Senior year, but was very novel, indeed.

The spirit of freedom is abroad on the day, but, with all due allowances for exuberance of spirits we do not hear of conventions being too greatly disregarded.

A different atmosphere pervades the 22d of February. The first "party" in 1876 has already been referred to, and after that each year finds some mention of the day, but the holiday must have been taken for granted, and no official recognition of the day is made in the calendar until the year 1887–88. Early records show different attempts for a fitting celebration of the day. In 1879, the Alpha, now only one year old, held a "Public Meeting," and as a part of the programme showed "Scenes in the life of the Father of our Country." In 1881, we find a "College reception" held in Assembly Hall which a memorabilia book of the time refers to only as "stupid." In 1885, afternoon and evening concerts were given, called "Commemoration Concerts," and in 1886, the long series of "walk arounds" began. A memorabilia book of this period finds the fact that "we had lemonade!" worthy of an exclamation point, while the fact that "men were invited and the Glee Club sang!!" calls forth two. Many miles were walked in company by the Amherst Student and the Smith Maiden, in the years following; for at first not even square dancing varied the monotony. A "dance programme" of February 22, 1892, shows ten numbers — alternating a square dance with a promenade and twice a Virginia Reel, and the Class of '92 claim that "the old-time Washington Birthday walk around was abandoned in our Senior year." In 1893, the principal celebration was a blizzard, but perhaps the dancing snowflakes broke into Assembly Hall, for on that night — no one quite knew how — the floor was suddenly filled with couples dancing the forbidden waltz. As on many other occasions, the President showed his ready adaptability to the

perhaps inevitable, and, when the following year the students asked for a Junior Dance to be substituted for the reception of the 22d, permission was not lacking, and the year of 1894 (May 9) finds the "Junior Reception" held in the Alumnæ Gymnasium, and this, since 1899, has become the Junior Promenade.

With the reception taken away from the 22d, some different feature had to be introduced into the day. Various references in *The Monthly* and in Class Books show the change from a social to a patriotic observance.

This is our usual February weather, and ordinarily at this time we should be watching jealously lest the roads should become too drifted or too bare for sleighing on our winter holiday, February twenty-second. But this year the weather is of small account; our much-abused reception belongs to the past. We are a little sorry, but it was inevitable. The College halls hold seven hundred girls with ease, but the presence of seven hundred girls with their seven hundred friends makes a promenade or a dance impossible and a reception confusing and exhausting. The students' song is not so much of a caricature as we should like to believe. For the last few years we have, literally, invited guests "three times as many as the College halls will hold," and they have come forth from the experience, at the end of the evening, flushed and breathless but triumphant.

In 1894, a gathering of the College in the Gymnasium was opened by a debate as to whether the higher education of man unfitted him for domestic life. This was without definite connection or reference to the day, but a patriotic address was given by the Honorable Chauncey M. Depew in the afternoon. The following year we find a mock-trial of George Washington:

This is not a patriotic observance, of course, but underneath the farcical form is a recognition that we are celebrating Washington's Birthday. No humorous treatment of the incidents of his life can make us forget his true character or lessen our reverence.

In the afternoon, there was a patriotic address by Professor Sumner. In 1896, there was a debate on the question of the mythical or actual character of Washington, and, owing to the impossibility of securing a speaker for the afternoon exercises, a custom, which the previous two years had inaugurated, the "Rally" (for this it is called for the first time), was the only celebration of the day. *The Monthly* of March, 1897, epitomizes the changes as follows:

> When it was first decided to make a change in our observance of the 22d of February, there was the difficult problem of deciding on a celebration truly patriotic, of making an enjoyable holiday and one full of College spirit. In meeting these requirements we may consider that we have been successful. However imperfect the success is, we have at least laid the foundation and established a precedent for the observance of Washington's Birthday which will be the basis for future celebrations.

This year the custom was started of having the address given in the morning. In 1897, the Washington Birthday Ode, written by a member of the Junior Class, was an added feature of the morning celebration. In 1899, we find the statement in *The Monthly:*

> To have an Ode from the Junior Class read during the services on the 22d can hardly be called a custom of the College after only three years, and especially since this year there seemed to be a good deal of misunderstanding in regard to it. It has seemed advisable to the Council that the choice of an ode, if there is to be one, be left to competition by the Juniors, for in this way each class will have an equal chance. Whether a custom is to grow up rests entirely upon the interest that is shown by the students and the number and excellence of the poems that are handed to the committee.

As the ode *has* been continued under the conditions suggested, and is now always delivered, as well as written, by a member of the Junior Class, the custom seems to have been fixed.

As now established, the day is a distinct College celebra-

tion. It is not very often that the four classes in College have an opportunity thus to combine, but on the 22d the whole student body is the recognized unit, and the loyal enthusiasm aroused by the day transcends all bounds of Class distinction and survives in the mind of every student long after the noise and dust of the rally in the gymnasium have passed away. Whatever the weather, every student is dressed in white, the four classes distinguished by the wearing in a uniform way of the class color, and when the sixteen hundred students are massed for the morning exercises, the effect is one well worth traveling some distance to see. So parents are finding out, and, while the fathers take in the general effect with no thought of the details, the anxious mothers are sure of colds or sprained ankles as they see their daughters dashing about in low white shoes, jumping over snow piles, or sliding down a slippery embankment; and not even the assurances of the alumna, who cannot resist coming back to see the fun, though no longer able to take a part in it, that "nothing can happen — their blood is boiling," quite soothe the perturbed motherly heart. After the morning patriotic exercises, the favored ones who have drawn a "number" and not a "blank" assemble in the Gymnasium for the "Rally" — where with class singing the remainder of the morning is spent. In the afternoon, the Gymnasium is again filled for the basket-ball games, sometimes between the "hatchets and the cherry-trees" or the "odds and the evens," or, later, the two games, one between the Seniors and Sophomores, the other between the Juniors and the Freshmen.

Rules

The early College student found a small white card tacked on the inside of her closet door — unobtrusive, cer-

tainly — setting forth a few house rules, scarcely anything that could be called College rules. The present student is given a little circular entitled "Social Regulations." Between the two, there is no great gulf fixed; but there was need for development to suit the changing conditions of the College, and it is interesting to notice that, as the College develops and increases in numbers, so the regulations develop. There was a growing tendency among the students themselves to demand a more definite code of rules. "We are always running against something unexpectedly," they say, "and bumping our heads." There will always be two types among the college students — those who want definite rules which will define more exactly the privileges of the student body, the others who say, "No — now we have loopholes. Let us rejoice in all the ambiguities that exist, and hope for more privilege of interpretation rather than less." The publication of the "Regulations" was a concession to the former class.

Through all the College ages, the rule of "Lights out at ten" has prevailed, and there is scarcely an alumna who has not some memory of "John" — the faithful night watchman — who from without each College building or campus house could locate the number of a room from the faint glimmer of light. One [1] has sung his history — to the tune of "Pop goes the Weasel":

Darkness follows in my wake —
I'm the Prince of night,
When they think I'm coming round,
Out goes the light!
In these days of honor codes
Few the names I write,
For at ten, or thereabouts —
Out goes the light!

[1] Anonymous in 1903 Class Book. A sympathetic account of John Doleman appeared in the *Alumnæ Quarterly* for October, 1922.

When they dance within the Gym
Later than is right,
I'm the one they must obey,
And out goes the light!
I'm the one that breaks them up —
All their meetings bright —
What care I how much they beg?
Out goes the light!

The other rules are the natural outgrowth of the larger community life, regulations covering absences from College exercises, or absence from town, chaperonage, Sunday observances, and one or two minor matters. The College life is a democratic one; the restraint is largely public opinion —

Public opinion in the house, in the class, in the College, in the town, in the world outside. If a student goes beyond a certain point, she is sure of a condemnation as severe as it is deserved. In the College, it is the criticism of the students. Outside the College, it is the criticism of society in which she will soon be a part and whose good opinion she values. (C. Barber, '99, in *The Monthly*.)

The College life, on the whole, was a sane one, though a very complex one, but in the necessary selection resulting from this very complexity lies one side of the development which we look for as a result of the four college years. The activities of over a thousand students make such a complex whole that a list of the possibilities of a week causes an alumna of the early days to gasp with apprehension — and an occasional visitor or an outsider may fancy that the real ends of the College are lost sight of in the surface play. But if a student too far loses control of herself at first, or fails to regain her balance, she must reckon with a Nemesis. The attitude of the two students, the optimist and the pessimist, toward this Nemesis is shown in the following quotation:

LAKE PARADISE

INTERIOR OF A STUDY ROOM

The Optimist is the man who sees the doughnut; the Pessimist is the man who sees the hole.

The Doughnut

I love the jolly midyear week, there's such a lot to do;
I go out skating every day and horseback riding, too.
Ten-twenty-thirty comes to town with manifold attractions.
No recitations are on hand to furnish me distractions.
My *Life* and *Harper's* I read up from 'way back in September,
I fill my Line-a-Day book with the gists I can remember,
I see the varied programmes of the Moving Picture Show,
To Rose Tree Inn and Barnstable repeatedly I go.
Then I've five dates with Faculty, who let me write two hours,
And show in style concise and clear my intellectual powers.
(Now just in case that these proved *weak*, I hurry right along
To Kingsley's, where I doctor up with coffee good and *strong*,)
And then I'm off to skate again and ride when I get through,
I *love* the jolly midyear week, there's such a lot to do!

The Hole

I hate the horrid midyear week, there's such a lot to do;
I sit up cramming every night and cram the whole day through.
I've five examinations, each one harder than the last;
I wish they were all over, and that I had safely passed!
There's Renaissance with *volumes* to carefully review,
And Shakespeare with Miss Hanscom who demands a bird's-eye view.
And Mr. Abbott's questions on the notes I never took,
And Mrs. Lee's on nothing you can find in *any* book.
There's Ethics which I must reduce to reason from hot air,
And store it in my teeming brain and let it simmer there.
I have to eat three times a day and sleep a couple of hours,
I have to take a walk or two to aid my mental powers.
And added to these thousand things my Art Note Book is due,
I hate the horrid midyear week, there's such a lot to do! [1]

And then comes the end toward which the four happy crowded years have been tending; and wandering over the campus in the last June twilights the Senior is not ashamed of the drops that fill her eyes, or the choking that makes it

[1] Edith Jarvis, 1909, in *The Monthly*.

impossible for her to join in the song to Alma Mater who "gave us dreams unnumbered, and life we had not known"; but, strong in love and rich in desire to do, she goes forth to answer the call of the larger world, and so to answer it as to bring honor to the College that helped her to find herself.

APPENDICES

APPENDIX I

THE LAST WILL AND TESTAMENT OF MISS SOPHIA SMITH, LATE OF HATFIELD, MASSACHUSETTS

In the Name of God. Amen.

I, Sophia Smith of Hatfield, in the County of Hampshire, and Commonwealth of Massachusetts, do on this 8th day of March, in the year of our Lord one thousand eight hundred and seventy, make and publish this my last Will and Testament, disposing of my worldly estate in manner and form as follows, to wit:

First. — I give and bequeath to my cousins, Electa Graves and Charlotte W. Billings, One Thousand Dollars each, and my jewelry, wardrobe, and household furniture, except my large portrait of myself.

Second. — I give and bequeath to my cousins, Almira Ransom, Lucy Ann Riker, Maria Storrs, Betsey Caldwell, Mary Graves, Nancy Morgan, Mary Vinton, Almira Lyman, Asenath Smith, Thera White, Lavinia Smith, daughter of John Smith, deceased, and Caroline Smith, wife of Rev. Charles Smith, Five Hundred Dollars each.

Third. — I give and bequeath One Hundred Dollars each, to Louisa D. Greene, wife of Rev. John M. Greene, Philura T. Hubbard, wife of George W. Hubbard, Ann Larkin, wife of Michael Larkin, and Mary Harney, who formerly lived with me.

Fourth. — I give and bequeath to the American Board of Commissioners for Foreign Missions, the American Bible Society, formed in New York in 1816, the American Tract Society, instituted in the city of New York, and the American Home Missionary Society, Two Thousand Dollars each, to be applied to the charitable uses and purposes of said Societies.

Fifth. — After the payment of the foregoing legacies and bequests, and the payment of my just debts, funeral charges, and expenses for settling my Estate, I give and bequeath all the remainder and residue of my Estate, Real and Personal, or Mixed, of which I shall die seized or possessed, to the Hon. Charles E. Forbes, of Northampton, and George W. Hubbard of Hatfield, to

have and to hold the same to them, the said Charles E. Forbes and George W. Hubbard, their heirs and assigns, to their use and behoof forever, in trust, however, and for the uses and purposes herein specified, to be secured at interest and managed as an accumulating fund, by the said Charles E. Forbes and George W. Hubbard, until the two Boards of Trustees, hereinafter provided for, shall have been duly constituted and organized, at which time the said Boards of Trustees shall be authorized, and it is hereby made their duty to demand and receive of the said Charles E. Forbes and George W. Hubbard, their Heirs, Executors, and Administrators, their respective proportions of said remainder and residue of said Estate, that is to say, the Board of Trustees of the Smith Academy, the sum of Seventy-Five Thousand (75,000) Dollars, and the Board of Trustees of the Smith College, the sum of Three Hundred Thousand (300,000) Dollars, together with whatever excess of said remainder and residue of said Estate there may be, above the Three Hundred and Seventy-Five Thousand (375,000) Dollars, above bequeathed, including the interest and income which shall have accrued upon said remainder and residue of said Estate, and the said Charles E. Forbes and George W. Hubbard are hereby directed to pay over the aforesaid sums of money, and said excess, interest and income, to the said Boards of Trustees, in the manner and proportion before prescribed, as soon as the said Boards of Trustees shall have been duly organized, that is to say, Seventy-Five Thousand (75,000) Dollars, to the said Board of Trustees of the Smith Academy, and Three Hundred Thousand (300,000) Dollars, and said excess, interest, and income, to the said Board of Trustees of the Smith College. Provided, however, that such payments may be made by a legal transfer and delivery to said Boards of any of the different kinds of property to the amount required, together with the evidences and securities thereof, of which I may die possessed, at its market value if in Stocks of any kind, and its appraised value if in Real Estate, and said sums of money shall thenceforth be and remain under the care and control of the respective Boards of Trustees, aforesaid, to be by them at all times secured and kept at interest, according to their best judgment and discretion, and in accordance with such requirements and directions as are hereinafter specially named, for loaning, investing, and reinvesting any portions of said sums of money, except whenever the same, or any portion thereof, and the interest or income arising from them, shall be needed and used, for the uses and purposes hereinafter specified; and in order to execute more completely and perfectly

the provisions of this Will, respecting the said Smith Academy, and Smith College, I hereby authorize and advise my Executors, hereinafter named, or the respective Boards of Trustees, before named, to apply to the next annual session of the Legislature of this Commonwealth succeeding the probate of this Will, for Acts of Incorporation for the two Boards of Trustees aforesaid, it being my intention that said several donations shall not be paid to said Trustees until they are legally incorporated and organized, pursuant to their respective charters of Incorporation, and a Treasurer of each of said Corporations shall be legally appointed, and shall have given a bond for the faithful discharge of his trust, in such amount and with such surety or sureties, as shall be satisfactory to the Trustees or the Corporation for which he is appointed, and the receipt of such Treasurer shall be a full and sufficient discharge of the Trustees under this Will.

Sixth. — I hereby appoint a Board of Trustees, to be composed of the following named eight persons, to wit: Joseph D. Billings, George W. Hubbard, Jonathan S. Graves, Alpheus Cowles, Silas G. Hubbard, Frederic D. Billings, William H. Dickinson, and Daniel W. Wells, all of said Hatfield, and their successors are always to be inhabitants of said Hatfield, who shall have the care and management of the said sum of Seventy-Five Thousand (75,000) Dollars. And with the same, as hereinafter directed, to establish in the Town of Hatfield, as soon after my decease as the same can be conveniently and properly done, an Institution or School, to be called THE SMITH ACADEMY, and who shall have the entire oversight and control of said Academy, whenever the same shall go into operation, and upon the removal, decease, or resignation of any one or more of said Trustees, or there shall be a vacancy on said Board from any cause whatever, the remaining members of said Board are hereby authorized, and it is hereby made their duty immediately to elect suitable persons by ballot, to fill such vacancies, and said Trustees shall appropriate and expend the said sum of Seventy-Five Thousand (75,000) Dollars, in the following manner, to wit: A sum not exceeding Twenty Thousand (20,000) Dollars in the erection of a suitable building of brick, and the purchasing of suitable grounds, and furnishing the same for said School; Thirty Thousand (30,000) Dollars to be a permanent fund, the income of which shall be used for the support of the teachers of the said School, and for the general purposes of the same; Fifteen Thousand (15,000) Dollars, for the erection and furnishing of a second building when needed; Ten Thousand (10,000) Dollars, and the interest of the last mentioned sum of

Fifteen Thousand (15,000) Dollars, until it shall be used for said second building, for a fund for indigent students, the income of which shall be used to pay the tuition and board of an equal number of indigent young men and women, preparing for college to be teachers or for business; provided, always, that these young men and women are of good moral character, industrious in their habits, of good natural ability, and shall remain connected with the School as pupils, not less than one year.

Seventh. — This School shall consist of an English and a Classical Department, both united under one Principal and one Preceptress, but other branches of learning may be taught in subordination to the above departments.

Eighth. — Scholars from the Town of Hatfield shall enjoy all the privileges of this School, by paying one-half of the ordinary tuition.

Ninth. — Equal advantages shall be afforded in this School to both sexes.

Tenth. — The Teachers shall consist of a Principal and Preceptress, and such other teachers as in the judgment of the Trustees the wants of the School shall demand. And always the number of female teachers shall be equal or one less than that of the male teachers.

It is the opinion of the donor, that in order to have the School afford equal advantages to both sexes, the number of female teachers must equal that of the males, and that the female teachers must have a voice in the management of the School, that is to say, they shall consult and advise with the male teachers respecting the management and interests of the School.

Eleventh. — The religious influence of this School shall not be sectarian, but evangelically Christian.

Twelfth. — I hereby order and direct that the buildings hereinbefore directed to be built for said Academy, shall be located and always remain upon the Main street, so-called, in said Hatfield.

Thirteenth. — I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers,

as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

Art. 1. — This Institution shall be called THE SMITH COLLEGE.

Art. 2. — After the payment of the legacies and bequests, made in the first four sections of this Will, and the Seventy-Five Thousand (75,000) Dollars for said Academy, I hereby appropriate the sum of Three Hundred Thousand (300,000) Dollars, if so much shall then remain of my Estate, for the establishment and maintenance of said College. Also whatever more there may be of my Estate than the said Three Hundred Thousand (300,000) Dollars, after the said payments at my decease, I hereby appropriate for the same object, that is to say, said excess shall be added to the said Three Hundred Thousand (300,000) Dollars, for the establishment and maintenance of said College, but if at my decease there shall not be remaining, after said payments, the sum of Three Hundred Thousand (300,000) Dollars, then I order and direct that whatever sum shall remain after said payments, shall be put at interest, till such time as it shall amount to Three Hundred Thousand (300,000) Dollars, after which said College shall be immediately founded and put in operation.

Art. 3. — Sensible of what the Christian Religion has done for my sex, and believing that all education should be for the glory of God, and the good of man, I direct that the Holy Scriptures be daily and systematically read and studied in said College, and without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion. I direct, also, that higher culture in the English Language and Literature be given in said College; also, in Ancient and Modern Languages, in the Mathematical and Physical Sciences, in the Useful and the Fine Arts, in Intellectual, Moral and Æsthetic Philosophy, in Natural Theology, in the Evidences of Christianity, in Gymnastics and Physical Culture, in the Sciences and Arts, which pertain to Education, Society, and Government, and in such other studies as coming times may develop or demand for the education of women and the progress of the race. I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them.

Art. 4. — I appoint the following persons to be the first Trustees of said College, to wit: Hon. Charles E. Forbes and Hon. Osmyn Baker, both of Northampton, Rev. John M. Greene, of South Hadley, Profs. Wm. S. Tyler and Julius H. Seelye, both of Amherst, Hon. Wm. B. Washburn, of Greenfield, Prof. Edwards A. Park, of Andover, Hon. Joseph White of Williamstown, Rev. B. G. Northrop of New Haven, Conn., Hon. Edward B. Gillett of Westfield, and George W. Hubbard, of Hatfield.

Art. 5. — The above mentioned Trustees, and their associates and successors, shall have full power to increase their number, to fill vacancies, invest and expend this money, and to found and set in operation the Institution, as soon as may be after my decease, and order all its concerns, in such manner as they may judge best calculated to accomplish the objects before stated. Only I direct that not more than one-half of the sum appropriated by me to this object, shall be invested in buildings and grounds, the other half or more shall be invested by the Trustees in a safe manner, to be a permanent fund, the interest of which alone shall be used forever for furnishing teachers, library, and apparatus, for the higher education of young women, and for the general purposes and objects of the Institution.

It is my wish that the Institution be so conducted, that during all coming time it shall do the most good to the greatest number. I would have it a perennial blessing to the country and the world.

Fourteenth. — I hereby order and direct that said College shall be located in the Town of Northampton, in the Commonwealth of Massachusetts, provided the citizens of said Town of Northampton shall within two years after the probate of this Will raise and pay over or cause to be raised and paid over to the said Charles E. Forbes and George W. Hubbard, Trustees as aforesaid, or the Board of Trustees of said College, if the same shall have been incorporated and organized, the sum of Twenty-Five Thousand (25,000) Dollars, to be added to the permanent fund of said College, and subject to all the regulations, requirements and restrictions, hereinbefore made, for the investment and expenditure of said fund. But if said Twenty-Five Thousand (25,000) Dollars shall not be raised and paid over as aforesaid, then I order and direct that said College shall be located in the Town of Hatfield, aforesaid, and the provisions and directions hereinbefore made for the establishment of said College, for its regulation and management, the investment and expenditure of its funds shall be applicable to the same so located in said Town of Hatfield.

Fifteenth. — I hereby order and direct the said Trustees of said Academy, and it is hereby made their duty in all loans of money which they shall make, as required by the fifth section of this Will, that the same shall be secured by mortgages on good productive Real Estate, at not less than twice its fair cash value of the amount loaned, without estimating the buildings or other appurtenances on the same, and I furthermore order and direct that in no case shall any of the money be loaned directly or indirectly to any one of the said Trustees of said Academy, hereby appointed, or any of their successors.

Sixteenth. — I hereby direct that the Trustees of the several Boards herein created, shall be paid a reasonable compensation for their services while in the discharge of the duties of their office.

Seventeenth. — In case either of the two Trustees, first before named, shall die, refuse to accept the trust, or the office shall in any way become vacant, I authorize and empower the Trustees who shall accept the trust, to nominate in writing to the Judge of Probate of Wills, &c., for the County of Hampshire, some discreet and competent person to fill the vacancy, who being approved by said Judge, and having given bonds to his acceptance, shall succeed to all the rights, and exercise all the powers, and discharge all the duties of the Trustee who dies, or refuses the trust, as fully as if said Trustee, so nominated and appointed, had been named as Trustee in this Will, and as other vacancies occur they shall be filled in like manner and with like effect.

Eighteenth. — If it shall hereafter appear that any of the bequests, devises, trusts, directions, limitations, manner or terms of accumulations, or other provisions contained in this Will, cannot be executed, or shall be found repugnant to any rule of law, then and in such a case, I hereby devise and bequeath all my property, aforesaid, to my Executors, hereinafter named, to wit: Charles E. Forbes, of Northampton, and George W. Hubbard, of Hatfield, and to such Trustees as may be legally appointed in trust, to be held and disposed of as nearly according to the directions, purposes and objects, hereinbefore set forth and provided, as may be consistent with law.

Nineteenth. — I hereby appoint Hon. Charles E. Forbes, of Northampton, and George W. Hubbard, of Hatfield, the Executors of this Will, hereby revoking all Wills and Testaments and Bequests, by me heretofore made, and ratifying and confirming this and no other as my last Will and Testament.

In testimony whereof I hereto subscribe my name and affix my seal the day and year before written.

SOPHIA SMITH and Seal

Signed, sealed, published and declared by the said Sophia Smith, as and for her last Will and Testament, in the presence of us, who at her request, and in her presence, and in the presence of each other, have hereunto signed our names as Witnesses.

LEWIS BODMAN
ELEAZER PORTER
JOHN C. HAMMOND

APPENDIX II

THE CHARTER OF THE COLLEGE

Commonwealth of Massachusetts

In the Year One Thousand Eight Hundred and Seventy-One

An Act to Incorporate The Smith College

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:

Section 1. Charles E. Forbes and Osmyn Baker of Northampton, John M. Greene of Lowell, William S. Tyler and Julius H. Seelye of Amherst, William B. Washburn of Greenfield, Edwards A. Park of Andover, Joseph White of Williamstown, Birdseye G. Northrop of New Haven, Edward B. Gillett of Westfield, and George W. Hubbard of Hatfield, their associates and successors, are hereby constituted a body corporate, by the name of The Trustees of the Smith College, the leading object of which shall be the higher education of young women, in accordance with the plan and provisions prescribed in the last will of Sophia Smith, late of Hatfield. And for the orderly conducting of the business of said corporation, the said Trustees shall have power and authority from time to time, as occasion may require, to elect a president, vice-president, secretary and treasurer, and such other officers of said corporation, as may be found necessary, and to declare the duties of their respective offices and to elect new Trustees; and to remove any Trustee from the same corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, or shall neglect or refuse to perform the same: Provided, nevertheless, that the number of Trustees shall never be greater than fifteen.

Section 2. The said corporation shall have full power and authority to determine at what times and places its meetings shall be held, and the manner of notifying the Trustees to convene at such meetings; from time to time to elect a President of said College, and such professors, instructors, teachers and other officers of said College as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, re-

sponsibilities and tenures of their several offices; and the said corporation is further empowered to purchase or erect and keep in repair, such houses, and other buildings as it shall judge necessary for the said College; to make and ordain, as occasion may require, reasonable rules, orders and by-laws, not repugnant to the Constitution and Laws of the Commonwealth, with reasonable penalties for the good government of the said College, and for the regulation of its own body; to determine and regulate the course of instruction in said College, and to grant such honorary testimonials and confer such honors, degrees and diplomas as are granted or conferred by any university, college, or seminary of learning in the United States; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed by usage or statute to the possessors of like diplomas from any university, college or seminary of learning in this Commonwealth: Provided, nevertheless, that no corporate business shall be transacted at any meeting unless a majority of the Trustees are present.

SECTION 3. The said corporation may have a common seal, which it may alter or renew at its pleasure and all deeds sealed with the seal of said corporation, and signed by its order, shall, when made in the corporate name, be considered in law as the deeds of the said corporation; and said corporation may sue and be sued in all actions, real, personal, or mixed, and may prosecute the same to final judgment and execution by the name of The Trustees of the Smith College; and said corporation shall be capable of taking and holding in fee simple or any less estate by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate, real or personal: Provided that the clear annual income of the same shall not exceed fifty thousand dollars.

SECTION 4. The clear rents and profits of all the estate, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the endowment of the said college in such manner as shall most effectually promote the high standard of education and culture aimed at by the Founder, the said Trustees conforming to the will of the Founder, and of any donor or donors, in the application of an estate which has been or may be given, devised or bequeathed, for any object connected with the College.

SECTION 5. The Board of Trustees, when organized, are authorized and required to locate the said College in Northampton, provided the citizens or town of Northampton, within two years from December fifth, in the year eighteen hundred and seventy,

shall raise and pay over, or cause to be raised and paid over to the said Board of Trustees, if organized, or if not, to the two Trustees named in the fifth section of the Founder's will, or to their successors, the sum of twenty-five thousand dollars for the purposes specified in said will. And upon the failure or refusal of the citizens or town of Northampton so to do, then the said Trustees, when organized, shall locate the said College in Hatfield, and in whichever town located, the said Trustees are authorized to select therein a suitable site therefor, and to purchase or otherwise acquire and hold all such real estate as in the judgment of said Trustees may be required for the buildings and grounds connected with said College.

SECTION 6. The legislature may grant any further powers to, or alter, limit, annul, or restrain any of the powers vested by this act in the said corporation, as shall be found necessary to promote the best interests of the said college.

SECTION 7. This act shall take effect upon its passage.

House of Representatives, February 25, 1871. Passed to be enacted.

HARVEY JEWELL, *Speaker*

In Senate, February 27, 1871. Passed to be enacted.

HORACE H. COOLIDGE, *President*

March 3, 1871. Approved.

WILLIAM CLAFLIN

Secretary's Department, Boston, July 1, 1871. A true Copy.

OLIVER WARNER, *Secretary of the Commonwealth.*

SUBSEQUENT AMENDMENTS

Section 3 was amended in its final clause by Chapter 57 of the Acts of 1891 by striking out the word "fifty" and inserting in place thereof the words "two hundred," so as to read as follows: "Provided that the clear annual income of the same shall not exceed two hundred thousand dollars."

Section 3 was further amended by Chapter 110 of the Acts of 1914 by inserting after the word "holding" the words "in any amount," and by striking out all after the word "personal," so as to read as follows: The said corporation may have a common seal, which it may alter or renew at its pleasure, and all deeds sealed with the seal of said corporation and signed by its order, shall when made in the corporate name, be considered in law as the

deeds of the said corporation; and said corporation may sue or be sued in all actions, real, personal or mixed and may prosecute the same to final judgment and execution by the name of The Trustees of the Smith College; and said corporation shall be capable of taking and holding in any amount in fee simple or any less estate, by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate real or personal.

Approved February 25, 1914.

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